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ABSTRACT

Written for practicing librarians and media specialists who want to design and develop successful programs to teach high school and college students how to locate and use print, media, human, and community information resources, this guide outlines the whys and hows of needs assessment, gives guidelines for establishing program goals and objectives, offers sample instructional materials and course outlines, and suggests methods for evaluating programs. Instructional approaches described include pathfinder-type guides, slide-tape programs, and subject-related units, media as a research tool, and a whole course syllabus. A list of resources for library instruction is also provided. (Author/FM)

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INFORMATION SEARCHING

A HANDBOOK FOR DESIGNING & CREATING INSTRUCTIONAL PROGRAMS

COMPILED
BY
HAROLD A. BANTLY
AND
JANET L. FREEDMAN

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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THE MASSACHUSETTS BOARD OF LIBRARY COMMISSIONERS

BOSTON, MASSACHUSETTS

1979

PREFACE

The Essex County Task Force on Library Instruction was formed as a part of a special project grant, LSCA Title III. The project developed from the work of Janet Freedman and Harold Bantly at Salem State College in the area of bibliographic instruction. This handbook was produced in cooperation with academic and school library personnel representing the Essex County Cooperating Librarians and the North Shore School Librarians.

The participants on the Task Force were:

Harold Bantly, Salem State College (Co-ordinator)
Janet Freedman, Salem State College*(Co-ordinator)
Lillian Goldin, North Shore Community College
Douglas Maitland, Swampscott High School
Stanford Terhune, Gordon College

A second representative from the North Shore School Librarians was a member of the Task Force, but resigned before the completion of the handbook.

The project on library instruction was aimed at secondary school and college library personnel who could be aided in the development of programs of instruction in information searching for high school and college students. The major reason for the production of this handbook is the awareness that students lack skills in information searching as well as other basic skills. The time seemed particularly opportune to bring school and academic librarians together to share and develop approaches to library instruction. This handbook and supportive audio-visual materials explore ways to create effective information searching instructional programs.

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*Now at Southeastern Massachusetts University

The compilers of this handbook would like to acknowledge the following contributors:

Chapter I - Janet Freedman; also, Harold Bantly
Chapter II - Janet Freedman
Chapter III - Harold Bantly; also, Douglas Maitland and Janet Freedman
Chapter IV - Harold Bantly; also, Janet Freedman
Chapter V - Stanford Terhune
Chapter VI - Lillian Goldin, Douglas Maitland, Janet Freedman, Stanford Terhune, and Harold Bantly

Editing and re-structuring of several chapters was done by Lillian Goldin. Librarians and media specialists who contributed exemplary materials for the handbook are credited within the chapters.

This project was funded through the Massachusetts Board of Library Commissioners with Title III funds of LSCA (Library Services and Construction Act), a federal source of library funding.

The activity which is the subject of this report was supported in whole or part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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1 What It's All About
Purposes

Current library literature reveals that library personnel are becoming increasingly aware that good collections are just one aspect of effective library service. More and more libraries are engaging in outreach work to bring people into the library. Yet convincing the public that the library has something to offer them is still not enough. Too many people do not know how to use the tools necessary to gain access to the wealth of resources in libraries. Therefore, many libraries are developing or strengthening programs to teach skills in information searching.

School libraries have long been involved in instructing students how to use library/media resources. In recent years, however, school libraries have not been supported with sufficient trained personnel and material resources to meet the needs of all students. A survey* conducted in the Spring of 1976 by one of the co-ordinators of the current project, Dr. Harold Bantly, reveals how disparate existing library/media programs are from the standards established by the ALA American Association of School Librarians and the Association for Educational Communications and Technology. The past three years have not seen an improvement in the unfortunate gap between what is needed and what is available.

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*Bantly, Harold A. "A Survey and Analysis of the Extent of Implementation of the 1969 Standards For School Media Programs in Selected Public Elementary and Secondary Schools in the New England states." Diss. Boston University, 1977; cited in Dissertation Abstracts International, Vol. XXXVIII, No. 4, 1977.

Academic libraries have become engaged in bibliographic instruction more recently. It has been discovered that even those students fortunate enough to have some background in information-searching prior to college can find themselves over-whelmed by the unfamiliar arrangement and breadth of resources offered by an academic information center. Usually there's a new classification system to master, indexes and abstracts never seen before, and what appear to be "exotic" media facilities and equipment.

Faculty members are gaining an awareness that skills in information searching are basic to academic success. Many colleges are finding it necessary to increase fundamental instruction in English, Speech and other disciplines. Instructional staffs are hampered in their efforts if students cannot locate, evaluate, and properly utilize information resources. Some college and university librarians are discovering that an old trend is being reversed. Rather than having to seek out instructors to bring classes to the library, librarians are being beseiged with requests for instruction in the use of research materials.

How can library/media specialists respond to this growing need to bring people and information together? Information Searching presents a guide for the practicing librarian who would like to create successful programs to teach students how to locate and utilize the invaluable learning aids in our library/media centers. The manual was developed by a group of people who believe in giving people "information power." Being able to locate needed information, assess its quality, analyze its usefulness and determine the best way to relate what is discovered to others are competencies which guarantee academic success in high school and college, and are necessary to function in every job and community situation beyond the formal educational experience. Librarians are the key resource people imparting these vital skills.

Information Searching is the result of a year of work funded by the Massachusetts Board of Library Commissioners, through a Library Services and Construction Act, Title III grant. The project co-ordinators, Harold Bantly, Assistant Professor of Education at Salem State College, and Janet Freedman, formerly Director of Public Services at Salem State and now University Librarian at Southeastern Massachusetts University, worked with a task force chosen from the membership of two regional groups cooperating with the project. Naomi Boches of Oliver Junior High School, Lawrence, and Douglas Maitland of Swampscott High School represented the North Shore School Librarians Association. Lillian Goldin of North Shore Community College and Stanford Terhune of Gordon College were selected to represent academic librarians from the Essex County Cooperating Libraries. The project brought together two constituencies, who although they had not previously worked together, discovered they are natural allies. Through the Task Force meetings, the academic librarians were able to draw on the extensive experience of school librarians in the instructional process, and the school librarians had the opportunity to share the slightly different perspective of their college library counterparts. Additional information was gathered through a questionnaire distributed to all secondary schools and colleges in Essex County. The result of this pooling of resources and talents is a more dynamic and effective approach to library/media instruction for both groups. Field evaluation of the manual was provided by:

Mr. Edward Cavicchi, Librarian
St. John's Preparatory School, Danvers, MA 01923

Ms. Kathleen Crowe, Librarian - Teacher
Salem State College, Salem, MA 01970

Sr. Loretto Driscoll, Head Librarian
Bradford College, Bradford, MA 01830

Ms. Lillian Goldin, Co-ordinator of Public Services
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Mr. Robert Guptill, Librarian
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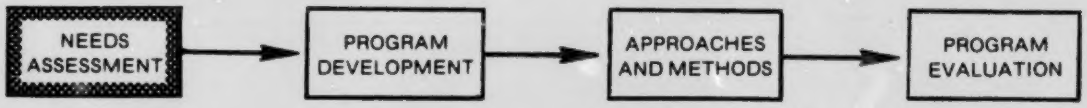
Mr. Douglas Maitland, Librarian
Swampscott High School, Swampscott, MA 01907

Mr. Thomas Scully, Director
Peabody Institute Library, Peabody, MA 01960

Mr. Stanford Terhune, Head of Technical Services
Gordon College, Wenham, MA 01984

It is our hope that this manual will help other school and college librarians create workable instruction programs.

2 Discover What Is Needed
Needs Assessment



THE FIRST STEP

Where to start? -with a careful look at the needs which have to be met by the library/media instructional program. Before designing any program of instruction, it is essential to do a needs assessment to determine:

WHO needs library/media instruction?
WHAT library/media instruction is needed?
HOW this instruction can best be provided?

A needs assessment is vital even if you've been conducting a library instruction program as far back as anyone can remember. In fact, it might even be more important if this is the case! A library/media instruction needs assessment is a scientific management approach which will:

1. Clarify for your community - and yourself - WHY you are doing what you are.

> Based on the data discovered and studies, you can determine how to design a new program, or if you want to continue the present program, revise the instruction somewhat or change the approach and content altogether.

2. Provide documentation to students, faculty, administration and community of the degree to which the library/media instructional programs are responding to real needs.

3. Help determine priorities.

   Obviously you won't be able to meet all needs discovered, but after a needs assessment is conducted, wiser choices can be made as to which needs should be addressed first.

LEARNING FROM THE EXPERIENCE OF OTHERS

Many people think of surveys and interviews when they hear the term "needs assessment." Before you develop a formal survey and process for polling your particular community's needs for library/media instruction, it may be helpful to discover and utilize the experience of other library/media professionals.

1. Review Relevant Books, Articles, Documents on Library/Media Instruction:

   Most library/media specialists keep up with the literature of the field, but rather than relying on your favorite journal or two, look around to see if models from related disciplines can be discovered or if different perspectives within the profession can offer inspiration. One of the reasons we embarked on the project which produced this manual was the awareness that, although both school and academic librarians are vitally concerned with bibliographic instruction, there is little communication between the groups. Academic librarians may explore _School Library Journal_ or _School Media Quarterly_ to discover some new ideas. School librarians may want to read the _Journal of Academic Librarianship_ or _College and Research Libraries_. _Audiovisual Instruction_ offers ample ideas for using nonprint media as a source of information and instruction. The Wilson Company's index, _Library Literature_, access numerous articles in these and other journals under the heading: Instruction in Library Use. The Educational Resources Information Clearinghouse (ERIC) document collection also has a wealth of material on library/media instructional programs. The documents are indexed and abstracted in Resources in Education, a monthly service with semi-annual and annual cumulations. The following subject headings will prove helpful: Information Needs, Library Instruction, Reference Materials, Research Tools, Search Strategies. Pertinent information also appears under types of libraries - School, College, and University. Salem State College has all the documents cited in Resources in Education from 1975 on. The complete ERIC collection (from 1966 to the present) is at the Merrimack Education Center in Chelmsford and the Northeast Regional Education Center in North Andover.* Consult Chapter 6 for more suggestions.

2. Contact Professional Associations and Groups:

   Library/media instruction is one of the most dynamic forces in the field today and the professional associations are full of interested and interesting groups several of which are described in Chapter 6.

3. Visit Other Library/Media Centers:

   This manual refers to some specific approaches and materials which have proven successful in instructional programs in schools and colleges in Essex County. It would be worthwhile to visit some of the library/media centers to see these instructional programs in action. Your observations and discussion of specifics with colleagues in neighboring communities may even lead to some cooperative instructional developments.

LEARNING FROM YOUR OWN EXPERIENCE

After becoming familiar with the latest thinking and practice in the field of library instruction, you'll be ready to turn to your own community. How will the needs of the students and faculty served by your library/media program be coupled with the state of the art to produce a creative instructional program?

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*Moving to Haverhill in 1979.

Examine the mission of the school system and the goals of your particular school or college. No matter how interesting some of the ideas discovered in the literature or through visits may be, they are impractical to consider unless they are compatible with the operational philosophy of the educational setting in which you work. That philosophy will be expressed in written documents, such as accreditation documents, annual reports, studies of a parent body on the State or regional level, and bulletins and catalogs. They may reveal a redefinition of the goals of the institution. For example, many colleges in this era of shrinking enrollments have incorporated in their mission educational service to new clientele--older students, career-changees, etc., as well as the traditional 18-22 year old students. The back-to-basics movement may have altered the mission of a public school system --and consequently the goals of your school and its library/media programs.

A lot of information can be gained from a careful analysis of your own library records. Review the statistics kept on previous library/media instruction programs. Following instruction, did library use increase? Did faculty report improved performance on research assignments?

If records were not kept or if an instruction program has not yet been developed, consider how circulation patterns or reference statistics can help discover the needs of your community. Observation is another important tool for assessing needs. Do many students appear confused about the use of card catalog, indexes, microform readers, slide-cassette programs? Are more faculty asking for library/media resources which can enhance instructional programs?

DEVELOPING A SURVEY

Now about that survey. While gathering facts to discover the needs and determine the priorities of your particular community, keep in mind that the needs assessment is also serving as an important public relations tool. The process of polling people to determine their library/media instructional needs also informs them about library instruction, and can generate expectations, perhaps even enthusiasm, for instructional programs. So, plan the formal survey carefully. By just jotting down a few questions an opportunity could be missed, not only to gather the relevant data, but also to acquire the support needed to develop a successful instructional program.

In deciding upon data collection strategies and procedures, it may help to consult a resource person who has expertise and experience in this area. Consider The Massachusetts Board of Library Commissioners (648 Beacon Street, Boston; phone 727-2592), a local School of Education, or Graduate Library School, the local school system, or even individuals within your own school building.

A resource person can help explore the various survey methods -- written questionnaires, personal interviews, and observation -- and assist in determining if one, or a combination of these methods, will be best-suited to your purposes. An experienced individual can guide in determining indicators; that is, designing questions which measure the precise knowledge or opinions you want to discover. She/he may also suggest the benefits of using a computer to tabulate the survey results. Computers can reveal correlations between library skills and a student's grade or major, which may be very helpful in instructional program development.

CONSTRUCTING THE SURVEY INSTRUMENT

1. The format should be clear and appealing.

   If a written questionnaire is used, be sure to consider the layout as well as content. Think of how many pieces of paper cross your desk and make sure the survey doesn't look like those you've placed on the bottom of the "in" basket, or deposited in the circular file!

2. A brief statement of purpose should precede the questions.

   Define any terms which could be open to interpretation or are library/media jargon. Arrange the questions in logical sequence, with personal questions or opinions and comments placed at the end of the questionnaire. Use as many fixed alternatives, such as multiple choice, yes/no, or rating scales as possible. Avoid questions which suggest answers, or make people feel that they ought to respond in a certain way. Many people feel they should know how to use library resources and may

> rate themselves as having more knowledge than they actually possess. It is better to ask questions which will reveal what is actually known, rather than what is felt. In that way the needs assessment will disclose real needs.

CHOOSING THE RESPONDENTS

Be certain to identify everyone who affects and/or is affected by the library instruction program --teachers, students, administrators, community people, and library staff. One survey instrument or technique may not apply to every group you need to poll. Perhaps you'll decide on a pre-test to measure student library skills, combined with a questionnaire for faculty. Selected personal interviews with faculty, staff and community people can supplement these written instruments and provide in-depth information where needed.

Do not ask for opinions unless you are prepared to respond to the input received. A library/media instruction program will be seriously jeopardized if the needs of each constituency served aren't seriously solicited and considered.

Ironically, one of the groups that is often forgotten in a library/media instruction program needs assessment is the library's own staff. What are the attitudes of co-workers toward library instruction? Are they willing to participate? What can they contribute? Frequently library/media instruction becomes identified with one person in an organization. If library instruction is seen as a pet project of one individual, rather than a goal of the organization, the instructional program will not succeed. The instruction may last only as long as the enthusiastic staff member remains in the position, or, in a large library, the sole practitioner may find that there are no colleagues to join in his or her efforts, and the demands for instruction must be limited to that individual's ability to meet them.

How about the staff of your local public library and other information centers in your community which may be used frequently by students and faculty? What can the personnel of these institutions reveal that will help determine directions for the instructional programs?

Even if every group affected by your library/media instruction program is identified, it will probably be impossible to poll every individual within each group. Samples will need to be selected. In a homogeneous grouping, such as students in a high school, it is fairly easy to achieve reasonably accurate results from a random sample. You may choose to poll one out of every five students --or you may decide on a stratified sample, for example, one out of every five students in each of the four classes in the school.

INTERPRETING THE RESULTS

Once the facts are gathered, the next task is compiling and interpreting the data collected. If you've been thoughtful about the purpose of the survey and have carefully constructed questions which indicate what you wished to discover, it won't be difficult to analyze the results. One common approach is to utilize a master questionnaire on which answers can be tallied and from which percentages can then be computed. Open-ended questions are more difficult to tally. By determining several general categories you can group similar responses.

Graphs and charts will aid in summarizing the data. The bar graph, pie chart, and simple tables can present the conclusions of your study in an easy-to-understand manner which will aid you in convincing school or college administrators, students' parents, and others of the needs for library/media instruction.

What did you discover? Were the needs of the community the same or different from what was expected? Did causal relationships emerge? For example, did students in a particular major show better library skills? How does the data compare with findings reported in the literature, or learned from colleagues in other libraries?

No matter how much hard work is put into a needs assessment, it is usually worth the effort. It provides the facts on which to determine goals, establish workable objectives, and choose appropriate techniques and approaches for the library/media instructional program.

Beeler, M. G. Fancher, et. al. Measuring the Quality of Library Service; a Handbook. Metuchen, NJ: Scarecrow Press, 1974.

A discussion of techniques and sample questionnaires and surveys developed by school, college and university libraries to determine their community's library needs.

Burges, Bill. Facts & Figures: a Layman's Guide to Conducting Surveys, New Haven, CT: Institute for Responsive Education, 1976.

Written to assist the layperson participating in educational decision-making, this succinct outline of the whys and hows will benefit library/media specialists, too. Case studies and sample questionnaires offer instructive models.

The following assessment devices provide a sampling of tools for consideration:

1. "Information Finding Pretest" -- courtesy of Naomi Boches, Oliver Junior High School, Lawrence, MA.
2. "IMC Pretest" -- courtesy of Robert Guptill, North Andover High School, North Andover, MA.
3. "A Test of Information Searching Skills and Understandings" -- courtesy of Janet Freedman and Harold Bantly, Salem State College, Salem, MA.
4. "Freshman Orientation Survey" -- courtesy of Robert Guptill.

"INFORMATION FINDING PRETEST"

I. Library Citizenship

1. The person who helps you to find books in the library is called the

   a. Teacher b. Index c. Librarian d. Card Catalog

2. To find out how many books the library has about the life of George Washington, you would look into the

   a. Index b. Reference Collections
   c. Table of Contents d. Card Catalog

II. Parts Of A Book

1. The Preface is found in which part of a book?

   a. Beginning b. Middle c. End

2. The Introduction is found in which part of a book?

   a. Beginning b. Middle c. End

3. Where do you find the author's name inside of a book?

   a. Table of Contents b. Summary
   c. Index d. Title Page

4. The date when a book was written is called the

   a. Copyright Date b. Due Date
   c. Birth Date d. Author's Date

Look at the Table of Contents below, and find the answers to the following questions.

Table of Contents

Chapter		Page
1.	How Man Conquered the Wilderness	1
2.	Transportation	43
3.	Why We Need Food	50
4.	The Nations of the Earth	71
5.	Communication	88
6.	Why the World Works	100

5. Circle the page number on which the chapter about "Transportation" begins

   a. 1   b. 71   c. 43   d. 50

6. Circle the chapter title which begins on page 88.

   a. The Nations of the Earth   b. Communication
   c. Transportation   d. Why the World Works

7. Circle the chapter in which information on page 48 would belong.

   a. Chapter 1   b. Chapter 2
   c. Chapter 3   d. Chapter 4

8. Circle the longest chapter in the book.

   a. Chapter 6   b. Chapter 2
   c. Chapter 1   d. Chapter 5

Look at the Index below and find the answers to the following questions.

INDEX

Ohio River, 134.

Oil: in Iraq, 383; in Manchuria, 400; in Persia, 382; in plains, 56; in Rumania, 329; in Trans-Caucasian Regions, 377; in Yugoslavia, 331.

Oil cakes, what they are, 27.

Oil seeds, in British East Africa, 355.

Oklahoma: cattle in, 141; chief city of, 147; climate of, 132; cotton in, 137; oil in, 141; physical feature of, 135; rank of, in agriculture, 140; wheat in, 157.

Olives: in Africa, 349; in Anatolia, 376; in Italy, 337.

Oranges, in Florida, 33-45.

9. On which page will information about the Ohio River be found?

   a. 8   b. 134   c. 7   d. 337

10. On which page will information about oil in Rumania be found?

    a. 400 b. 383 c. 331 d. 329

11. On which page will information about the physical features of Oklahoma be found?

    a. 157 b. 147 c. 141 d. 135

12. How many pages of information about oranges in Florida are in the book?

    a. 19 b. 6 c. 21 d. 12

III. Fiction and Non-Fiction

1. A book of facts or information is

   a. Fiction b. Non-Fiction

2. A storybook is

   a. Fiction b. Non-Fiction

3. Fiction books are arranged on the library shelves according to

   a. Color b. Number c. Title
   d. Author's last name

4. Non-Fiction books are arranged on the library shelves according to

   a. Size b. Title c. Number
   d. Author's last name

5. The system which organizes non-fiction books on the library shelves is called the

   a. Dewey Decimal System b. Alphabetical System
   c. Library System d. Card System

6. The awards for the best children's books of the year are called the

   a. Basic Book Awards b. Newbery and Caldecott Awards
   c. First Choice Awards d. Winnie the Pooh Awards

IV. Reference Skills

1. Reference books may be taken out of the library.

   a. True b. False

2. The book you use to look up the meanings of words is called the

   a. Encyclopedia b. Atlas c. Index d. Dictionary

3. You can find article of information about people, places, and things in the

   a. Atlas b. Dictionary c. Index d. Encyclopedia

4. To locate a city on a map, you would use the

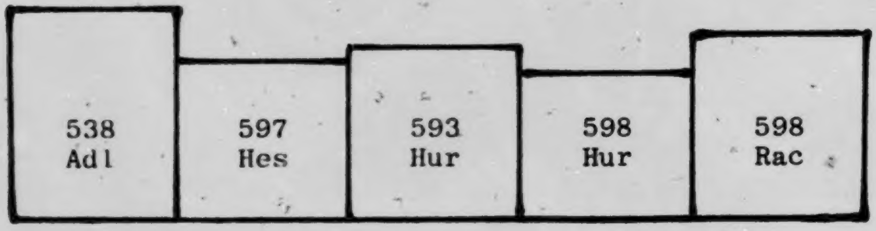
   a. Dictionary b. Index c. Atlas d. Encyclopedia

V. Locating Library Materials

1. Which of these authors' last names would come first on the library shelves?

   a. Esterbrook b. Ets c. Eaton d. Eastman

Use the picture below to answer the following questions.



2. Which book is shelved in the wrong place?

   a. 598 Rac b. 538 Adl c. 598 Hur d. 597 Hes e. 593 Hur

3. After which book should the incorrect book be shelved?

   a. 538 Adl b. 597 Hes c. 593 Hur d. 598 Hur e. 598 Rac

"IMC - PRETEST"

This is not a test for grade. This test is to help you determine what you know or don't know about the Instructional Materials Center. Using your answers to these questions, you should concentrate on those parts of the program that will follow that will enable you to correctly answer every question.

Complete the following on your answer sheet:

1. Name
2. Course & No. (For example: English 121)
3. Teacher's Name
4. Check school previously attended

All of the questions that follow pertain to the North Andover High School Instructional Materials Center. Put the letter of the best answer on your sheet.

DO NOT WRITE ON THESE TEST QUESTIONS

1. What are the hours of operation?

   a. 7:00 a.m. to 4:00 p.m.
   b. 7:30 a.m. to 4:00 p.m.
   c. 8:00 a.m. to 3:30 p.m.
   d. 7:30 a.m. to 3:00 p.m.

2. Which of the following kinds of materials are not available?

   a. Pamphlets
   b. Audiovisual
   c. Textbooks
   d. Magazines

3. Why should materials be checked out?

   a. Know where to go to find materials if someone else wants to use them.
   b. Make sure materials are properly accounted for and not lost.
   c. Make sure materials are available to teachers for use by their classes.
   d. All of the above.

4. Which of the following is not a correct period of time that materials may be checked out?

a. "R" books with pockets may be checked out overnight only.
b. "R" books without pockets must stay in the IMC.
c. A book with no "R" on it may be taken for two weeks.
d. Magazines may be checked out overnight only.

Using the attached map, which letter corresponds to the location of the following:

5. Seminar Area
6. Nonprint Media Room
7. Periodical Area
8. Professional Area
9. Small-Group Room
10. Circulation Desk
11. Card Catalog
12. Index Table
13. Assigned Study Area
14. Vertical File
15. Microform Table
16. Reserve Materials
17. Bulletin Boards
18. Librarian's Office

19. Which of the following is not a purpose of a major area of IMC?

a. The seminar area is for class use only.
b. The circulation desk is where all materials are to be checked out.
c. The professional area is for audiovisual programs.
d. The vertical file contains pamphlets and clipping.

20. In order to obtain reserve materials you must:

a. Ask your teacher for those materials.
b. Look it up in the card catalog.
c. Use the vertical file.
d. Ask a Librarian at the Circulation Desk.

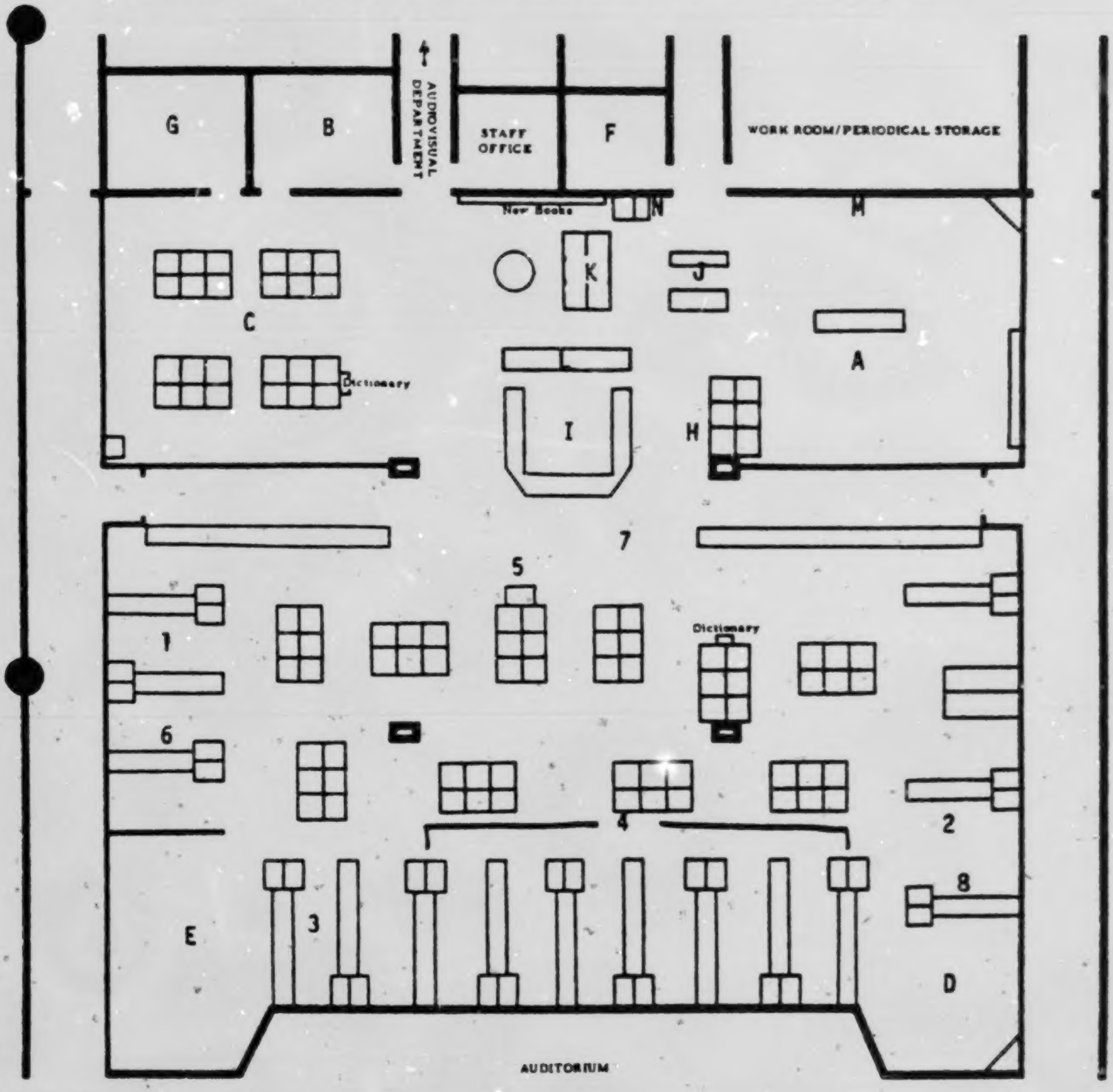
21. Which of the following is not indexed in the card catalog:

a. Books
b. Magazines
c. Vertical File
d. Audiovisual

22. Which of the following methods is used for cataloging books:

a. Dewey Decimal
b. Library of Congress
c. Cutter
d. Alphanumeric

North Andover High School
Instructional Materials Center


G
B
AUDIOVISUAL DEPARTMENT
STAFF OFFICE
F
WORK ROOM/PERIODICAL STORAGE
New Books
N
M
K
J
C
A
Dictionary
I
H
7
5
1
Dictionary
6
2
4
8
3
E
D
AUDITORIUM

23. Which of the following is not a correct step in locating a book:

a. Consult the card catalog.
b. Copy the call number down.
c. Go directly to the shelves and see if you can find it.
d. Ask a Librarian for help if you cannot find it.

Using the attached map, which number corresponds to the location of the following categories of books:

24. Nonfiction
25. Fiction
26. Stories Collection
27. Biographies
28. Professional
29. Oversize
30. Atlases
31. Paperbacks

32. Which of the following is not a way of locating materials in the Vertical File:

a. Use the vertical file drawer in the card catalog.
b. Use the card catalog and look for green banded cards.
c. Look in the vertical file alphabetically by subject.
d. Consult the Reader's Guide to Periodical Literature.

33. Which of the following is not a kind of audiovisual material that is available:

a. Filmstrips
b. Games
c. Records
d. Videocassettes

34. The two audiovisual indexes are located:

a. At the circulation desk.
b. On the index table.
c. In a separate drawer in the card catalog.
d. Both a and c.

35. Which of the following is not a step in the procedure for obtaining audiovisual materials:

a. Check with the Librarian to make sure non-print media room is available and sign in.
b. Check the program out through the audiovisual department.
c. If you have trouble with equipment, ask an audiovisual student for help.
d. When finished with the program, leave it for a student to pick up.

36. Where would you locate the Reader's Guide to Periodical Literature?

    a. Librarian's Office
    b. Circulation Desk
    c. Index Table
    d. Periodical Area

37. Using the attached page from the Reader's Guide to Periodical Literature (not shown), answer the following questions:

    In which magazine can you find a review of the moving picture, "You'll Like My Mother"

    a. Newsweek
    b. Commonweal
    c. Time
    d. Saturday Review

38. The article on Yoga was written by:

    a. Herbert F. York
    b. E. Malits
    c. Bradford Perkins
    d. There is no author

39. The article by Philip Ortego can be found beginning on page:

    a. 20
    b. 497
    c. 215
    d. 8

40. Which of the following is not a step in the procedure for obtaining back issues of periodicals?

    a. Consult the index of periodicals owned by the IMC.
    b. Ask a Librarian or student aide to get the periodicals.
    c. Get the magazine yourself from the periodical storage room.
    d. Use Stevens Memorial Library if periodical is not available.

41. How would you find out which books are located in the resource centers outside of the IMC?

    a. Use the card catalog and look for cards with plastic covers on them with the name of the resource center.
    b. Use the special resource center index.
    c. Ask a teacher in the department.
    d. Ask the teacher aide in the resource center.

42. What is the correct procedure for checking books out of a resource center?

    a. Sign the charge card and leave it where the book is.
    b. Sign the charge card and give it to the teacher aide located in the resource center.
    c. Bring the book to the IMC to be checked out.
    d. Ask a teacher in the department to check the book out.

43. Which of the following is not a correct step in the procedure for getting a pass to the IMC and checking out of a Study Hall:

    a. Get a pass from a teacher in advance of your free period.
    b. Check out of study hall with the supervising teacher.
    c. Present the pass to either the supervising Librarian or place it on the Circulation Desk.
    d. At the beginning of the study period, report directly to the IMC.

44. Which of the following activities is not permissible in the IMC:

    a. Reading a magazine.
    b. Playing cards.
    c. Doing homework.
    d. Viewing a filmstrip.

45. Which of the following disciplinary procedures will be used if a student does not use the IMC properly:

    a. Lose privileges to use the IMC for a week.
    b. Sent to Principal's office.
    c. Write an essay on why I will use the IMC properly.
    d. Sent back to Study Hall and lose privileges to use the IMC for one month.

"A TEST OF INFORMATION SEARCHING SKILLS AND UNDERSTANDINGS"

DIRECTIONS: Circle the number of the answer which best completes each of the statements below.

PS Frost, Robert, 1874-1963
3511 Thompson, Lawrance Roger, 1906-
.R94 Robert Frost: the early years, 1874-1915,
Z953 by Lawrance Thompson. (1st ed.) New York,
Holt, Rinehart and Winston (1966)

xxvi, 641 p. illus., ports. 24 cm.

Bibliographical references included in "Notes" (p. 479-606)

1. Frost, Robert, 1874-1963. I. Title

PS3511.R94Z953 811.52 (B) 66-20523

Library of Congress (66f18)

A. The catalog card above is an example of a:

1. Subject card.
2. Title card.
3. Author card.
4. Media card.

B. The following statement about this card is not true:

1. There are tracings given.
2. The author is Robert Frost.
3. There are illustrations in it.
4. A bibliography is included.

C. The call number on the card indicates:

1. The publisher's code number.
2. Where to locate the book in the stacks.
3. An accession number used by a cataloger.
4. How the card is filed in the drawer.

D. The Reader's Guide to Periodical Literature:

1. Lists articles in newspapers.
2. Summarizes articles in magazines.
3. Indexes articles in magazines.
4. Advises people on current novels.

E. A good source for the study of prominent early Americans is:

1. Current Biography.
2. The telephone directory.
3. The Town or City Hall.
4. The local Historical Society.

F. The Library of Congress subject headings:

1. Is a guide to the study of the United States.
2. Lists all the books in the Library of Congress.
3. Outlines the subjects used in the card catalog.
4. Lists the bills and laws of the United States by subject.

G. The best place to read a newspaper account of D-Day (WW II) is:

1. The New York Times on microfilm.
2. The Library of American Civilization.
3. The International Encyclopedia of the Social Sciences.
4. Ayer's Directory of Newspapers and Periodicals.

H. A brief summary of an article on a current topic will be found in:

1. The Reader's Guide to Periodical Literature.
2. The Social Science Index.
3. The New York Times Index.
4. Statistical Abstracts.

I. One could find a review of a Charlie Chaplin film in:

1. MaGill's Masterplots.
2. The New York Times Film Reviews.
3. Landers Film Reviews.
4. The Filmgoer's Companion.

J. The best place to look for a history of word definitions is:

1. The Oxford English Dictionary.
2. Modern English Usage.
3. The Word Finder.
4. Webster's Unabridged Dictionary.

K. The Essay and General Literature Index is:

1. An index to best-selling novels.
2. An index to essays in magazines.
3. Reviews of the major essays of famous authors of the world.
4. An index to essays in books.

L. In order to locate a book on the shelves, you must know:

1. The author's name.
2. The title of the book.
3. The call number.
4. The publisher.

M. Publications from the U.S. Department of Agriculture can be located in:

1. Monthly Checklist of State Publications.
2. U.S. Government Manual.
3. Monthly Catalog of U.S. Government Publications.
4. Farmer's Almanac.

N. The Encyclopaedia Britannica Micropaedia is:

1. The introduction to the Encyclopaedia Britannica.
2. The index to Encyclopaedia Britannica.
3. A children's edition of Encyclopaedia Britannica.
4. The annual yearbook to Encyclopaedia Britannica.

O. The best way to locate a poem by e. e. cummings is to use:

1. Poetry Magazine.
2. Biography Index.
3. Oxford Companion to American Literature.
4. Granger's Index to Poetry.

P. The office address of your state representative can be found listed in:

1. The World Almanac and Book of Facts.
2. The Book of the States.
3. The Municipal Yearbook.
4. The Manual of the General Court.

Q. A current article on business could be located by using:

1. The International Encyclopedia of the Social Sciences.
2. Thomas Register of Manufacturers.
3. Rand McNally Commerical Atlas and Marketing Guide.
4. Business Periodicals Index.

R. The current status of a piece of legislation in the U.S. Congress can best be found in:

1. U.S. Congressional Directory.
2. Annotated Laws of the United States.
3. Reader's Guide to Periodical Literature.
4. Congressional Quarterly.

S. A biography of Susan B. Anthony can be found in:

1. The Dictionary of National Biography.
2. Who's Who of American Women.
3. Current Biography.
4. Notable American Women.

T. The best place to phone for information on lead paint poisoning would be:

1. Local Police Department.
2. College Health Clinic.
3. City Health Department.
4. American Red Cross.

U. The best source to use in locating the boundaries of Palestine at the time of Roman Emperor Augustus is:

1. Shepherd's Historical Atlas.
2. Atlas of Early American History.
3. Hammond's World Atlas.
4. National Geographic Atlas of the World.

V. The Salem Maritime National Historical Site (Custom House and Derby Wharf) would be listed in:

1. Research Centers Directory.
2. American Art Museums.
3. The Directory of World Museums.
4. The Foundations Directory.

W. A Gazetteer is:

1. A book of road maps.
2. A brief encyclopedia of world places.
3. An index to newspapers.
4. Abstracts of geography articles.

X. A Government Documents Depository Library is a:

1. Superintendent of Documents bookstore.
2. A library of state laws.
3. The U.S. Treasury Library.
4. A library of federal government publications.

Y. The most likely source for brief facts about almost any topic is in:

1. Columbia-Lippincott Gazetteer.
2. International Encyclopedia of the Social Sciences.
3. The World Almanac.
4. Bartlett's Familiar Quotations.

Z. The Nicem-Index contains a listing of:

1. Health clinics.
2. Educational media.
3. College media centers.
4. Medical journals.

"FRESHMAN ORIENTATION SURVEY"

The IMC is preparing a formal orientation program for incoming Freshmen. We would appreciate having your impressions about what should be included in this program. Please check each of the following statements as to whether or not you feel it should be included in the program. A further program(s) will be developed at a later time to teach research and other advanced skills. What we are interested in at this time are those knowledges and skills that every student at North Andover High School should have.

Area you teach in:

Art _____
Business _____
English _____
Foreign Languages _____
Home Economics _____
Industrial Arts _____
Mathematics _____
Music _____
Physical Education _____
Science _____
Social Studies _____

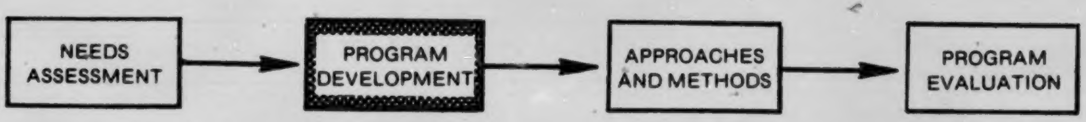
Which of the following do you think snould be included in the Freshman Orientation Program? Indicate your reaction on the scale opposite each item.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Hours of operation of the IMC	_____	_____	_____	_____	_____
2. Kinds of materials available	_____	_____	_____	_____	_____
3. Reasons for checking out materials	_____	_____	_____	_____	_____
4. Period of time materials may be checked out	_____	_____	_____	_____	_____
5. Location of the major areas and parts of the IMC, e.g., vertical file, seminar area, non-print media room, etc.	_____	_____	_____	_____	_____
6. Purpose of the major areas and parts of the IMC	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. Procedure for getting reserve materials	_____	_____	_____	_____	_____
8. Kinds of materials indexed in the card catalog	_____	_____	_____	_____	_____
9. Name of method used to catalog books (Dewey Decimal)	_____	_____	_____	_____	_____
10. Procedure for locating books	_____	_____	_____	_____	_____
11. Location of the major categories of books	_____	_____	_____	_____	_____
12. Ways of locating materials in the Vertical File	_____	_____	_____	_____	_____
13. Kinds of audiovisual materials available, e.g., videocassettes, records, etc.	_____	_____	_____	_____	_____
14. Location of the indexes to audiovisual materials	_____	_____	_____	_____	_____
15. Procedure for obtaining audiovisual materials	_____	_____	_____	_____	_____
16. How to operate a videocassette unit	_____	_____	_____	_____	_____
17. How to operate a filmstrip viewer	_____	_____	_____	_____	_____
18. Location of the Reader's Guide to Periodical Literature	_____	_____	_____	_____	_____
19. How to operate an audiocassette unit	_____	_____	_____	_____	_____
20. How to use the Reader's Guide to Periodical Literature	_____	_____	_____	_____	_____

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.	Procedure for getting back issues of periodicals	_____	_____	_____	_____	_____
22.	How to operate a microfilm/microfiche reader	_____	_____	_____	_____	_____
23:	Location of satellite resource centers	_____	_____	_____	_____	_____
24.	Procedure for identifying when books are in a resource center	_____	_____	_____	_____	_____
25.	Procedure for checking books out of a resource center	_____	_____	_____	_____	_____
26.	Names of the IMC staff	_____	_____	_____	_____	_____
27.	Procedure for getting a pass and checking out of a study hall	_____	_____	_____	_____	_____
28.	Kinds of student activities permitted	_____	_____	_____	_____	_____
29.	Disciplinary procedures for inappropriate use of the IMC	_____	_____	_____	_____	_____
30.	OTHER:					

3 Design Programs To Meet Needs
Program Development



This chapter will provide an outline of steps to follow in developing a manageable instructional program in information searching skills and processes. In addition, you will find some suggestions and more questions! The answers and the action will evolve as you develop a program for library/media instruction appropriate for your school or college.

OF THE PEOPLE, BY THE PEOPLE, AND FOR THE PEOPLE!

The development of programs of instruction in information searching concerns the same kinds of steps and procedures that are involved in any program of instruction: What is to be learned? Who is to do the learning? How will the learning take place? How well was the learning accomplished? To be more specific, there are ten generally prescribed steps in the procedure for developing instructional programs:

1. Decide what program goals will help the students become successful in their course assignments or in everyday lives;
2. Examine the characteristics and interests and needs of the students who will be in the program;

3. Develop objectives of performance which will fulfill those needs and interests;

4. List the content or subject matter which will support each objective;

5. Determine what the student already knows about this content and what she/he needs to learn about it;

6. Plan strategies and activities in relation to information searching which will bring about the learning;

7. Select or produce the resources required to provide effective and efficient instruction;

8. Coordinate supportive services to carry out the instructional program;

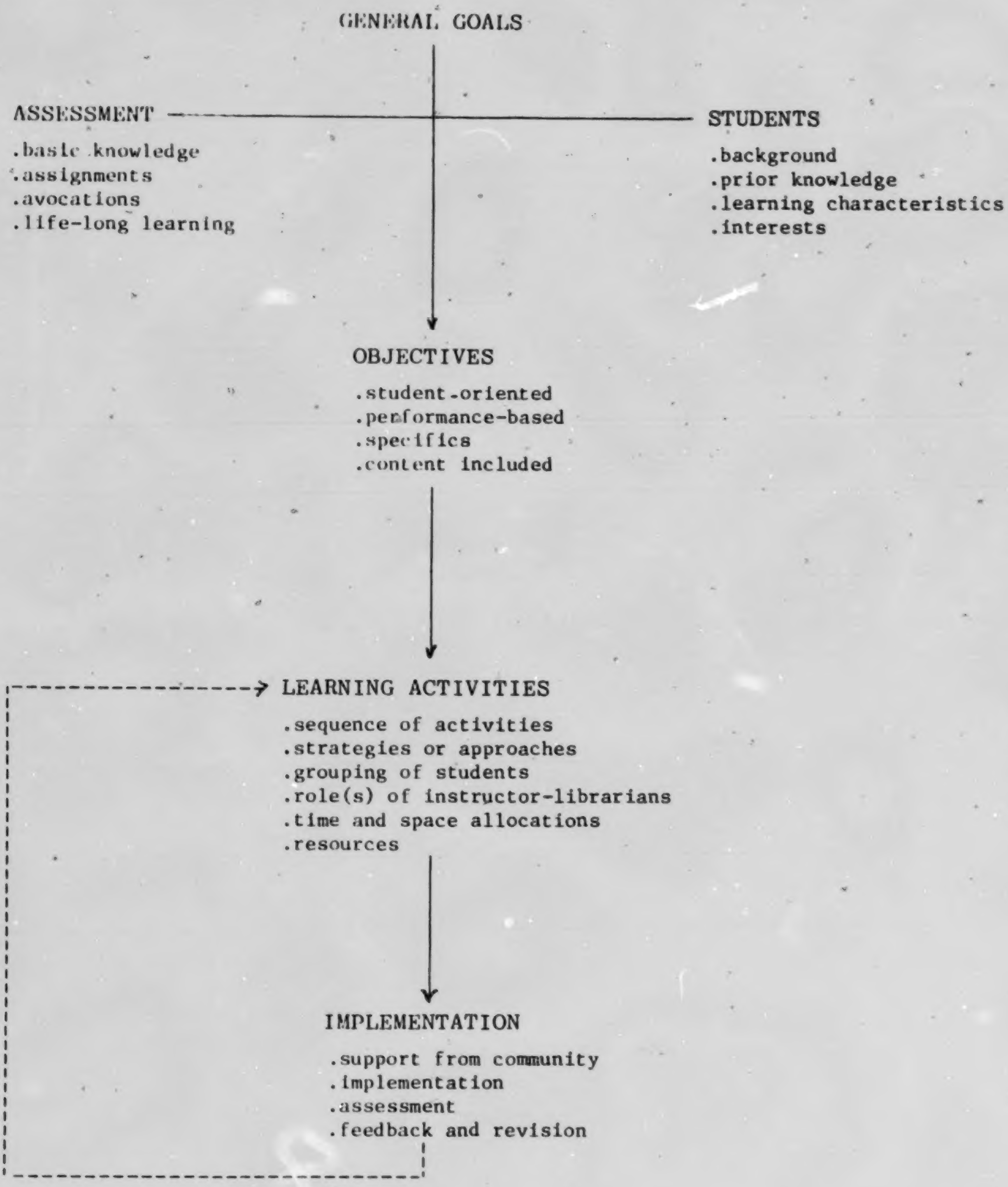
9. Implement the program of learning activities; and

10. Solicit feedback from the participants for student follow-up and revision of the programs.

The general goal of any program of instruction is to bring about positive changes in the behavior of the learners -- her/his attitudes, ways of thinking, knowledge of ideas and processes, and application of skills to new situations. Learning involves changes in behavior. Instruction provides the means to that end. It requires the planning and coordination of human and material resources to accomplish the intended learning program.

Kemp, Jerrold E. Instructional Design: A Plan For Unit and Course Development. Belmont, CA: Fearon Publishers, 1971.

Although a few years old, Kemp's small book clearly and simply presents the procedures and considerations important for the design and planning of instructional programs. An excellent frame of reference.


GENERAL GOALS
ASSESSMENT
.basic knowledge
.assignments
.avocations
.life-long learning
STUDENTS
.background
.prior knowledge
.learning characteristics
.interests
OBJECTIVES
.student-oriented
.performance-based
.specifics
.content included
LEARNING ACTIVITIES
.sequence of activities
.strategies or approaches
.grouping of students
.role(s) of instructor-librarians
.time and space allocations
.resources
IMPLEMENTATION
.support from community
.implementation
.assessment
.feedback and revision

RAISON D'ETRE

The reason for its existence -- that is the place to begin planning a program of instruction in information searching. What knowledge and skills are needed, for what purposes, and by whom??? The first step, therefore, is to conduct a needs assessment. The approaches to needs assessment have been reviewed in Chapter 2.

The second consideration in the planning for programs of instruction is knowing about the people for whom the instruction is intended -- the students. Too often, the students and their learning characteristics are overlooked in the process of developing the objectives, selecting the content, and arranging the logistical details of the program.

What are the students like? What are their learning styles? What are their interests? What are their attitudes about information searching and libraries? The answers to these, and similar questions are important to the involvement of the students in the learning activities that are planned. Here is a list of several student characteristics that should be considered as a basis for planning the program of instruction:

1. Age and maturity level;
2. Pace of learning;
3. Need for concrete experiences;
4. Attention span;
5. Ability to work individually or in small groups;

6. Acceptance of responsibility for own learning;
7. Peer-group influence;
8. Learning disabilities;
9. Interests and avocations;
10. Attitudes about libraries; and
11. Prior knowledge of the skills and processes.

Knowledge of those student characteristics, and others, may provide the bases for decisions regarding the parameters of the program of instruction -- the scope of the objectives, the selection of content, the nature of the learning activities, and the appropriate sequence of activities for implementation.

GOALS - THE BIG PICTURE

Whether you are planning an advertising campaign, designing a slide-tape program, or developing a curriculum for information searching instruction, advice from experienced predecessors and experts will suggest the establishment of goals for the program. Goals are the general statements of purpose that give overall direction to the details of planning that follow. They are, therefore, a necessary part of the program. Here are a few examples:*

1. To impart to the students an awareness of the information resources available to them and to develop the skills needed to utilize these resources;

---

*Examples of goals courtesy of Harold Bantly, Salem State College, Edith Baum, Saugus Junior High School, Naomi Boches, Oliver Junior High School, and Richard Thomas, Rockport High School.

2. To develop searching strategies by which to find information pertinent to their needs or interests;
3. To explore and locate a wide range of sources of information in four categories -- library, media, human, and community resources;
4. To develop an evaluative approach to the use of information resources;
5. To promote independent research so that students acquire the ability to use library tools;
6. To promote and guide better reading among students;
7. To introduce students to the resources of the public library and to reinforce their mastery of library skills there.

The development of a set of program goals is usually not a difficult task. Ideas and help may come from several sources -- professional guidelines or standards for bibliographic instruction, the philosophy of education of the institution, curriculum guides in the subject areas, a committee of representatives from the various segments of the educational community served, a survey of faculty and students and one's own professional background and training.

The program goals established for a particular school or college must not be just "pulled" from the sources! They must be meaningful to the needs, appropriate to the learners, and attainable by the program planners.

THE OBJECTIVE OF THE OBJECTIVES

Once the goals have been established, the next step is the writing of objectives for instruction. Goals, as have been described, are general, overall statements of purpose. Objectives, although derived from the goals, are specific statements about the knowledge, processes, skills, and attitudes to be developed by the learners as an outcome of the program of instruction.

The writing of objectives is, perhaps, the most challenging and the most often neglected step in the procedure for developing effective programs of instruction. It requires time, thoughtfulness, and careful writing. Why should one take the time and make the effort to write objectives? They are important to an instructional program for a number of reasons:

1. They provide guidelines for the selection of the most useful content -- knowledge, skills, processes, attitudes;
2. They give direction to the preparation of appropriate learning activities;
3. They provide the basis for the selection or production of effective instructional resources;
4. They act as a yardstick for later evaluation to determine the accomplishments of the learners and effectiveness of the program itself; and
5. The objectives provide the learners with the purpose and means of providing their own input and efforts towards the learning activities.

The objectives for a program of instruction are best written as performance objectives. A performance objective may be defined as the statement of a specified level of performance of a skill or procedure which results from learning. It implies a change in behavior or performance which the learning activities are designed to accomplish.

What are the characteristics of the well-written performance objective? What makes an objective meaningful in designing programs of instruction? The following formula may be helpful in writing these objectives:

Performance Objective = Task + Conditions + Standards

The performance objective consists of a stated "Task," the "Conditions" under which it would be performed, and the "Standard of Competence" you would expect from that performance. A closer look at these components that go to make up the objective reveals that:

> The objective states a task, ie., a skill or process, that the learner is expected to be able to perform. It is helpful to use an action verb in writing the task. This technique provides an observable performance which will help in determining if the task has been carried out as expected;
>
> An objective also includes the conditions, or situation, under which, or after which, the task is to be performed. These conditions could be stated as materials or conditions given for the task performance, restrictions or limitations on the performance, or prerequisites for the performance of the task;
>
> When appropriate, the objective includes the standard, or level of performance accepted. That is, a brief description of how well the task should be performed.

There are a few other useful considerations for the writing of performance objectives. First, the objectives should be written as precisely and concisely as possible. Objectives are often couched in wordy or vague terms and, thus, become open to misinterpretation. Second, they should be written in student-oriented phrase: "The student will..." and add the task, conditions, and standard to complete the objective. Third, test out your list of objectives with your colleagues or the students. Ask them to read the list and judge if they are student-oriented, indicate what is to be learned, and how it is to be performed. Fourth, check the objective to see if the performance will be observable and, therefore, subject to evaluation.

Mager, Robert F. Preparing Instructional Objectives. Belmont, CA: Fearon Publishers, 1975.

A self-instructional, programmed text designed to present the basic elements in the process of writing objectives for instructional programs. A short, self-correcting text recognized in the field.

A few examples of performance objectives are given below to illustrate the guidelines presented:

1. Given a catalog card, the student will note the whole call number on paper and use it to find the correct section of the stacks for the book listed on the card, and then find the book on the shelf.

   Tasks = note on paper, find section, find book

   Condition = given a catalog card

   Standards = correct section, book itself

2. After having found the topic of his/her choice in the Reader's Guide To Periodical Literature, the student will interpret the information given for an article under that topic, locate the periodical containing the article in the collection, and find the article on the correct page.

Tasks = interpret information, locate the periodical, find the article

Conditions = use of Reader's Guide, locate a topic in it

Standards = correct interpretation of information (implied), locate correct periodical, find correct page

3. Given the birth and death (if appropriate) dates for a person as subject of a biographical search, the student will search for and find at least two sources of biographical information determined by whether the subject is living or dead.

Task = search for and find sources

Condition = given dates of a biographee

Standards = two sources; sources of live or dead persons

Finally, a few words of caution! Remember that the writing of instructional objectives is part of a process for developing effective programs of instruction. They are not ends in themselves. Use them as a basis for making professional decisions. Expand upon them in developing learning activities. They are the road map, but not the whole trip!

CONTENT

The content, or subject matter, of the objectives will be the knowledge, skills, processes, and the attitudes that will be learned or developed during the instructional program. This content will be determined directly from the needs assessment. What is needed should be taught! And, be sure that it is relevant and of interest to the learners. If it is not, you are lost before you begin!

As to the content of a program of instruction in information searching, here are some possibilities:

1. "How to get started" -- What do I know about the topic myself? An encyclopedia can provide an outline of knowledge. How will the card catalog help me? The system of classification? What clues to searching can I get from each source?

2. "Searching strategies" -- Developing approaches to searching. Learning from mistakes. Getting help from the librarian.

3. "Knowledge of resources" -- Browsing in the book and reference collections. Finding magazine and newspaper articles using microform resources. Hearing about special subject resources and special collections.

4. "How to use the resources"-- Using the card catalog. Starting with indexes and directories. Reading directions in the sources. Interpreting the data.

5. "Evaluating the Sources"-- Checking to see who wrote it. What is the scope of coverage? What are the credentials? Looking beyond the title page.

6. "Finding media sources" -- Why would media be helpful? The kinds of media available. Media resources in the community. Operating the equipment. Techniques for making your own media.

7. "Using human sources of information" -- Considering human resources. Looking under your nose. Asking others. Approaching people as sources of information.

8. "Selecting and finding community resources" -- The vast world of untapped sources of information. Resources in your community. Beyond the local community. Using directories to community resources. Getting beyond the receptionist.

9. "Using media as a tool of research" -- Recording your findings on tape or film. Techniques for photography and audio recording. Copyright and permission. Editing. Using your media to tell or show others.

NOW TO THE LEARNING ACTIVITIES

All the planning so far has been preliminary to this stage in the development of instruction in information searching. With objectives and content before you, it is time to select and prepare the actual activities, presentations, and exercises that the instructors and the students will go through together to learn about information searching.

What do you have to plan for? What will be the decisions? Here are some bases for planning the activities:

1. Kinds of activities -- lecture, demonstration, tour, examples, search and find, case studies, self-guided, a combination?
2. Sequence of activities -- the most meaningful sequence of activities, introductory, supporting evidence, summary and reinforcement?
3. Type of strategy or approach -- instructor to student, question and answer, inquiry, interactive among students, peer-tutoring.
4. Grouping of students -- whole class, small groups, individual students?
5. Instructors -- staff available, cooperative efforts with teachers, peers as instructors, background and training?

Chapter 4 provides an overall look at the approaches and materials which could be utilized in the learning activities. Explore the alternatives. Weigh the advantages and limitations of each. Decide which will be the most effective and efficient for your program of instruction in information searching, recognizing the needs of the task and the people involved.

Gerlach, Jernon S., and Donald P. Ely. Teaching and Media: A Systematic Approach. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1971.

An attempt to identify and describe the elements of teaching that have been useful to good teachers in the past and appear to be of continuing value. Focuses on the total design of instruction and the teacher as a coordinator of learning resources.

Selecting Media For Learning: Readings From Audiovisual Instruction. Washington, DC: Association for Educational Communications and Technology, 1974.

An excellent collection of reprints from the journal -- source material to help media professionals, curriculum specialists, and teachers prepare courses and find ways of presenting material so that students learn.

PUBLIC RELATIONS

Ultimately, the success of a library/media instructional program depends on the involvement and support of many people -- students, faculty, administrators, school committee members, parents, and others. Advertising the services of the library is important to the promotion of an effective instructional program. Even as the goals and objectives are being developed, an active public relations program should be taking place to convince individuals and groups of the importance of teaching people how to find, evaluate, and use information.

Because people do not know how to gain access to information in libraries, many have stopped visiting library/media centers altogether. A public relations effort begins with making people aware of what the library can do for them. The approaches are limited only by the imagination.

1. Publish a directory of library services and make it available, not only in the library/media center, but in faculty offices and lounges, in the cafeteria, in the student center -- wherever people gather.

2. Prepare a regular column for the school or college newspaper, or issue a special newsletter to announce new services and collections, indicate staff accomplishments, acknowledge the contributions of student workers, and publicize library/media center programs and exhibits. In addition to books, films, and other material in the collection, note commercial films, upcoming television programming, and human and community information resources.

3. Highlight library services through displays and exhibits within the library/media center and in other school or campus settings --- classroom, dormitory, or athletic center. A display in an area other than the library will help inform the non-user of how library resources and services can meet their needs. A suggestion box at one or more of these locations may help the staff discover why more people are not coming to the library.

4. If there is an orientation program for new students and/or faculty, be sure a message from the library is included. While this is not the occasion for a lengthy presentation, new members of your community can be given an introduction to the

positive ways in which the library/media center can serve them.

5. A slide-tape program can be created to take the library/media center to P.T.A. or other community meetings where support for the program can be gained.

6. Make meeting space within the library/media center available to school and community groups. When people arrive for a meeting or event, carefully planned displays and exhibits will increase their awareness of the library's resources and services. Perhaps a special bibliography or display can be developed which relates to the program presented. By building on an interest which is already present in the community, your public relations work is easier.

7. The relationship with faculty is particularly important. The difference between success and failure of a library instruction program rests with faculty involvement. In motivating the faculty to structure teaching which utilizes library resources and information searching strategies, it is wise to build a foundation for public relations efforts. Get involved in school or college committees and projects outside the library. Ask a faculty member if she/he will allow her or his name to be listed in your human resource file of subject experts. Explore ways in which the library can support the academic and personal goals and interests of the teaching staff. Keep in mind the interests of the faculty and clip or copy articles, publication announcements, and reviews in their fields of interest. Suggest that faculty meetings be held in the library and, if appropriate,

provide supportive materials or bibliographies for the subjects on the agenda. It is likely that faculty will want to attend sessions on library related teaching strategies if some of these outreach actions have occurred prior to the meeting.

8. The people for whom the instructional program is created are often the least involved in determining library/media center's collections and services. Students can help with collection and program development if their opinions and ideas are actively sought and needed. Surveys and suggestion boxes are common methods of gaining input. Some libraries stimulate student good will and involvement through library or audiovisual clubs. In one college in Essex County students created their own information center within the academic library. With funds from the Student Government Association, a browsing collection of books, pamphlets, and magazines were established, all determined by student suggestions and organized by student workers.

9. Support for library instruction efforts must also be found beyond the school. Parents are appalled that youngsters cannot compute sums or write paragraphs. They need to be aware that skills in locating and utilizing information are also basic to learning and living. Speaking at community meetings is one way to keep your community informed on how library/media programs can meet this need. Plan and develop cooperative programs with other school, college, public, and special libraries in the area in reaching potentially concerned and supportive citizens.

"Operation of the Media Program: Public Information," Chapter 5 in Media Programs: District and School. Chicago: American Library Association and Washington, DC: Association for Educational Communications and Technology, 1975, pp. 55-58.

"Public Understanding and Support," Chapter 14 in Carlton W. H. Erickson, Administering Instructional Media Programs. New York: The Macmillan Co., 1968.

DO IT

The final step in this process of developing instructional programs is to implement it. After careful planning of the components, consideration of the alternatives, and coordination of human and material elements, one must try it out. There is always a bit of trial and error in everything we do. (Hopefully, the error has been minimized and the trial is ready for the test.) The best test of any program of instruction comes when it is put into practice.

The following promotional, informative public relations leaflet, "A Guide to the Alternatives Library," was provided by Janet Freedman, Salem State College, Salem, MA.

"The Alternatives Library"

A GUIDE TO THE ALTERNATIVES LIBRARY

An energy space for sharing information, and ideas on social change.

A network of people learning and sharing, through reading, discussion, and experience.

Salem State College
Salem, MA 01970
Library, 3rd Floor

The Alternatives Library (known as "The A/L") is a student-funded, student-determined collection of resources dealing with social change. Most of the materials (books, pamphlets, magazines, newspapers, tapes) are recent and can help you find out the newest ideas on feminism, new lifestyles, labor reform, and even the latest theories on proper nutrition.

The library has been designed to encourage browsing. If you are looking for information on a specific topic, contact a staff member for help in the A/L or in the main library.

There are three major information resources in the A/L:

BOOKS: The A/L maintains a card catalog which indexes books by author and title.

Books are shelved by topic, (Your Rights, Sexuality, etc.)

New Book requests can be left in the file box on the card catalog. All requests will be considered by the A/L staff. Books circulate for a period of three weeks and are to be checked out at the main circulation desk.

PAMPHLET FILE: Our Pamphlet file has thousands of clippings, and articles on many social change issues. Its catalog is located on top of the pamphlet file, categorized A-Z according to topic (e.g., child abuse, ecology, etc.). Many topics are cross indexed:

Example: Public Interest Research Group
See Also Mass. P.I.R G.
Consumer Information

If you find an interesting article, we would like to add it to our collection (We will xerox it and return your article.)

MAGAZINES: We receive over 200 magazines and newspapers. They cover news, and new ideas from all around the U.S. as well as other countries.

We maintain a "Magazine Holding List" which is posted near the magazine bin. Check this out for a particular title. (Our back issues are also indexed here.)

The magazine signs are color coded by topic (e.g., orange-women) to help you locate several magazines on one topic quickly.

If you have a question about a back issue, or a suggestion for a new magaine, ask the A/L staff for help.

OTHER RESOURCES: Alternatives Library Office: Room 301, 745-0556 ext. 493. Located on the opposite side of the third floor from the A/L.

Our staffers order materials here, and will help you with your questions. Also available on a limited basis, are film catalogs and publisher's lists.

The A/L has typewriters for student use available on a first-come-first-serve basis.

We have a selection of music cassette tapes which can be checked out to be played in the A/L. We also have some great information tapes (on topics such as "Health Care in Cuba," "A History of the American Woman's Movement)."

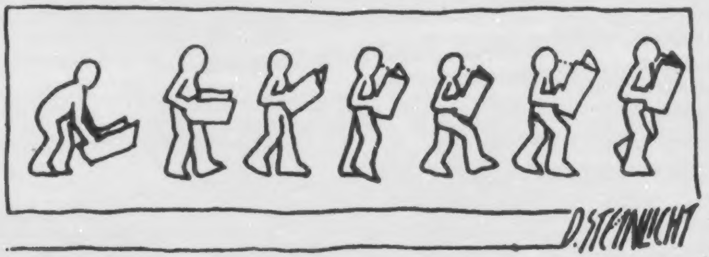
We stock a supply of games for relaxing. Our ocean view and green plants add to the pleasant atmosphere.

We are developing a Community Resource File: We are keeping an up-to-date listing of addresses and phone numbers of groups on the North Shore that provide services such as counseling, alternative education, women's groups, food stamp information, etc. Any new additions are welcome.

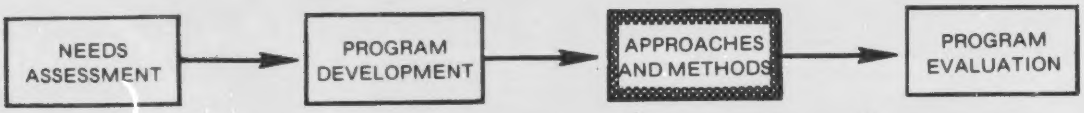
REMEMBER, YOU ARE THE MOST IMPORTANT PART OF THE ALTERNATIVES LIBRARY.

Come and share your questions, and find out how this information resource center can help you.

Community people are encouraged to check-out books (Driver's License needed for I.D.).


D.STEINLICHT

4 Program Potpourri
Approaches and Methods



Most library instruction programs utilize a combination of the formal and informal methods briefly noted below. The size and learning needs of the student body, the capabilities of the library/media center staff, the facilities available, curriculum emphases, teacher expectation, and adminstrative support will determine the particular instructional programs appropriate for your school or college. Several of those which were reported as most successful by Essex County library/media specialists are outlined in greater detail later in this chapter.

INFORMAL INSTRUCTION

Many students receive their knowledge of information searching tools and processes through one-to-one instruction. Individuals may receive informal instruction at the card catalog, or reference desk, as they seek information for course assignments or personal interest. These unplanned sessions can permit the library/media specialist an opportunity to impart a great deal of knowledge on the use of specific reference and media resources, as well as strategies in information searching. An extension of this approach to one-to-one instruction may be developed through the use of student, peer-tutors. These tutors are trained in the location and use of the basic bibliographic tools and assist their fellow students in the use of the library/media center resources.

To enhance the learning possiblities for the independent researcher, library/media specialists have created a variety of instructional resources. Leaflets or bookmarks outlining the classification system used in the library/media center, brochures and directories describing the services provided, bibliographies and pathfinder-type guides on subjects of expected interest or need, slide-tape and video-taped programs for orientation to the facilities, walking tape tours of special sections of the library/media center, as well as displays and exhibits on special collections of programs are some of the ways the independent inquirer can be assisted in exploring the resources of the library/media center.

There are numerous advantages in the use of these techniques for informal instruction. The instructional materials can be tailor-made to the situation of the specific library/media center, or specific searching tool available to the researcher; and they can be made available at the particular point and time of need assuring their usefulness through immediacy. If the one-to-one approach is accomplished through a staff member, probing questions can help to reveal underlying or latent needs or problems and provide extended guidance in information searching strategies or further resources. If printed or mediated materials are used, these programs can be duplicated or reproduced, or re-used, many times thus saving staff time and efforts.

The disadvantages include the great amounts of staff time required to work with individual searchers or in the preparation of the materials and programs, the sometimes limited number of users who interact with the materials and the one-time, rather than long-term, acquisition of information searching instruction.

FORMALIZING THE INSTRUCTIONAL PROGRAM

Unfortunately, the people who are apt to ask questions of the staff, pick up and read an informational leaflet, or take the time to view or listen to a media presentation on the library/media center are usually the users who are already somewhat confident and aware of information searching processes and tools. Most students, and many faculty, do not come to the library/media center unless they have to for an answer to a particular question or research for an assigned project. The bibliographic instruction movement has documented the need for thoughtfully-planned library instruction programs designed to be more comprehensive in reaching student needs and interests.

The library/media specialist designs instructional programs to provide guidance in the personal development of specific searching strategies, familiarity with specialized tools of research, and orientation to facilities and resources. The formally planned and implemented approaches to instruction are varied in format and in length. They may include:

1. A short series of orientation tours for an overview of the entire library/media center facility or relative to specific collections of interest to the users.

2. A number of lectures to classes illustrated with examples of resources for a particular subject area or scope of a particular assignment.

3. Term paper clinics and research paper classes.

4. Demonstration workshops for learning how to use media to record the data found or present the findings to others.

5. Mini-courses or units integrated with regular courses in the curriculum.

6. Programmed instruction materials and computer assisted programs by which the user can master a defined set of skills at their own pace.

7. A self-contained whole course on information searching strategies and sources of information.

The advantages to the formal approaches to instruction are that they generally reach a large number of users or potential users of the library/media center resources and services; and once designed and developed to meet identified needs, they can be used as a basis for repeated presentations with minimal revision and updating. In addition, if course integrated, they may result in cooperative planning and teaching by the library/

media specialists with the teacher or professor in the course with positive working relationships developed or strengthened as a secondary outcome.

There are some disadvantages to the formal approaches. If the instruction is given on a general basis, and not integrated with course assignments and user needs, the students may not see the usefulness of the information and techniques presented and it will be easily forgotten. The formal program of instruction must be carefully and interestingly designed so that the "mechanics" of skill development do not tend to become boring to the student. Finally, there is the need for continual revision and updating of the information presented as needs assessments indicate changes in user needs and interests and changes in instructional objectives become necessary.

As listed previously, there are numerous approaches to instruction in information searching strategies and resources. It is the intention of this manual to provide several examples of approaches to this instruction with illustrative materials provided by school and college library/media specialists in Essex County, rather than attempt to cover the whole field of bibliographic instruction on the surface. For further reference of this type, see Chapter 6 of the manual.

The selected approaches to instruction with examples are as follows:

Pathfinder-type guides;
Slide-tape programs;

Subject-related units;

Using media as a tool of research; and

Whole course syllabus.

PATHFINDER-TYPE GUIDES

The pathfinder-type guide is a printed outline of searching steps designed to lead the researcher to discover sources of information in a general subject area or on a particular specialized topic. The sequence of steps is based on the subject-related resources available from the library/media collection. In most pathfinder-type guides, call numbers and annotations for each source are included to provide additional helpful clues in the searching process delineated for the researcher. In addition, the pathfinder-type guide may also suggest sources of information beyond the library/media center, including useful human and community sources.

Compared to the more common bibliography of resources on a topic, the pathfinder-type guide suggests a searching process in an attempt to both assist the researcher in finding appropriate sources of information and to help the researcher develop his/her own searching strategies for future use.

Several uses may be suggested for these pathfinder-type guides:

1. General orientation to the library/media center.
2. Guided exploration of a special collection, e.g., international relations collection, alternative resources collection, or reference collection.

3. Commonly sought resources in a subject area, e.g., sources of business information, geography resources, or library resources in psychology.
4. Resources for a specific topic, e.g., nutrition, solar energy, or Thomas Jefferson
5. Particular category of sources, e.g., government documents, biography, or subject periodical indexes.

There are numerous advantages to the development of pathfinder-type guides -- reaching a large number of users through duplication, relevancy to needs, using them as a supplement to reference services, developing searching strategies among the researcher-patrons, sharing reference methodology, and promoting a more extensive use of the resources collection. There are some limitations -- the professional staff time required to design the guides, the need to update them due to changes in resources and locations, and the possibility of subjective choices of information resources included in the guide.

The following sampling of pathfinder-type guides provides examples to meet the needs of both the secondary and college levels of library users with a variety of applications:

1. "Library Media Pathfinder - Paul Revere" -- courtesy of Lilias Cingolani, Silver Lake Junior High, Pembroke, MA.
2. "Library Media Pathfinder - Thomas Jefferson" -- courtesy of Lilias Cingolani, Silver Lake Junior High, Pembroke, MA.
3. "Steps in Using the Learning Resource Center for a Research Paper" -- courtesy of Lillian Goldin, North Shore Community College, Beverly, MA.

4. "Periodical Indexes" -- courtesy of Janet Freedman, Salem State College, Salem, MA.
5. "Geography" -- courtesy of Janet Freedman, Salem State College, Salem, MA.

"LIBRARY MEDIA PATHFINDER - PAUL REVERE"

GRADE LEVEL: 4+ (this Pathfinder, for Grades 7-8)

TOPIC: Paul Revere

DESCRIPTION:

Paul Revere, metalsmith and American patriot, fought in the French and Indian War of 1756, and later took an active part in the American Revolution against the British in Boston, around 1775 and after.

SEE THE FOLLOWING BOOKS:

973	White	A History of the American People	p. 134
973	Commager	The First Book of American History	p. 22
973.3	Epstein	Young Paul Revere's Boston	
B Rev	Forbes	Paul Revere	

SEE THE FOLLOWING ENCYCLOPEDIAS AND ATLASES:

Junior Brittanica 1976 Vol. 13 p. 74
World Book 1976 Vol. 16 p. 249
American History Atlas REF 973 Gilbert p. 25

SEE THE FOLLOWING MAGAZINE ARTICLES:

Reader's Digest April, 1975 "The British are Coming" p. 187
Time May, 1975 Special Bicentennial Edition p. 10
U.S. News 80:54 June 21, 1976

SEE THE FOLLOWING ALSO:

Cassette Recording -- Paul Revere's Ride
Sound Filmstrip -- America: Colonization to Constitution
Sound Filmstrip -- American Revolution: Two Views

(ask one of the library aides for AV equipment needed)

SEARCH WORDS:

(Use these words in the card catalog, in encyclopedias, in the Reader's Guide to Periodical Literature, when trying to find additional information about your topic.)

Revere, Paul
U.S. --History --Revolution
Boston Tea Party
Dawes, William

Please ask the librarian or student aides to help you if you cannot find these or other information on your topic. The above list is only part of the material available for your use in the Library Media Center.

This Library Media Pathfinder was prepared with the help of Susan Bykowski, a student in Grade 7, Silver Lake Regional Junior High.

(NOTE: Pathfinders may be made on all topics, such as: ALCOHOLISM; VITAMINS; SKI DIVING; DNA; THE MASS DRIVER, etc.)

"LIBRARY MEDIA PATHFINDER - THOMAS JEFFERSON"

Grade Level: 4+ (this Pathfinder, for Grades 7-8)

TOPIC: Thomas Jefferson

DESCRIPTION:

Thomas Jefferson was one of the fathers of the American Revolution of 1776 and one of the framers of the U.S. Constitution. He was a legislator, the Governor of Virginia, a Minister sent to France, Secretary of State, the Vice-President under John Adams, and in his personal life a planter, architect, inventor, natural historian and intellectual.

SEE THE FOLLOWING BOOKS:

B	Colver	Thomas Jefferson Author of Independence
B	Fleming	Thomas Jefferson
B	Peterson	Thomas Jefferson
973	Coy	The Americans (see Index, JEFFERSON)
973	Time-Life	The Life History of the U.S. (see Index, Vols. 2, 3, 4, JEFFERSON)

SEE THE FOLLOWING ENCYCLOPEDIAS:

Americana	1970	Vol. 16	pp. 1-6	Jefferson, Thomas
International	1970	Vol. 9	pp. 575-579	Jefferson, Thomas
World Book	1976	Vol. 11	pp. 58-69	Jefferson, Thomas

SEE THE FOLLOWING MAGAZINE ARTICLES:

U.S. News	80	June 21, 1976	pp. 54-56	"The Way It Was"
U.S. News	81	July 12, 1976	pp. 18+	"July 4, 1776.."
Time Special Issue		May 19, 1975	pp. 6-7	"Man From Monticello"
Newsweek	10	March 10, 1975	pp. 11+	"Jefferson Swindle"
Vital Speeches	41	April 15, 1975	pp. 389-392	"Facts and the Founding Fathers."

SEE THE FOLLOWING ALSO:

Sound Filmstrip -- American Revolution: Two Views
Sound Filmstrip -- Making a Revolution

(ask one of the library aides for AV equipment needed)

SEARCH WORDS:

(Use these words in the card catalog, in encyclopedias, in the Reader's Guide to Periodical Literature, when trying to find additional information about your topic.)

Jefferson, Thomas
U.S. --History --Revolution

Please ask the librarian or student aides to help you if you cannot find these or other information on your topic. The above list is only part of the material available for your use in the Library Media Center

This Pathfinder was prepared with the help of Laurie Swartz, Grade 8 at Silver Lake Regional Junior High School Library Media Center.

"STEPS IN USING THE LEARNING RESOURCE CENTER FOR A RESEARCH PAPER"

You may consult the Reference Librarians for assistance at any point in your research. At the very start, they can help clarify your topic.

1. THE CARD CATALOG

The SUBJECT catalog is particularly important to locate books on your subject. Use the Library of Congress Subject Heading List as a guide to subject headings. (This is a good time to ask the Reference Librarians for help.)

2. REFERENCE MATERIALS

The Reference Room is a good place to begin reading about your subject. An Encyclopedia, especially a specialized encyclopedia, e.g., Encyclopedia of Psychology, can provide an overview of your topic and a bibliography of sources to consult. A variety of Dictionaries, Yearbooks, Literary Sources, Biographical Sources, Statistical Sources, Almanacs, Atlases, etc. are in the Reference collection.

3. INDEXES

a. Indexes to Periodicals -- use to locate articles in magazines.

For general and popular periodicals, use Readers' Guide to Periodical Literature.

For more specialized periodicals, select from among Bigraphy Index, Business Periodicals Index, Cumulative Index to Nursing Literature, Education Index, Humanities Index, Psychological Abstracts, Public Affairs Information Service, Social Sciences Index.

For book reviews, consult Book Review Digest, Book Review Index, Index to Book Reviews in the Humanities, New York Times Index "Book Reviews."

b. Essay and General Literature Index -- an index to collections of essays, particularly useful for biographical and critical essays about authors.

4. NEWSPAPERS -- New York Times Index, Newsbank.

5. PAMPHLETS, CLIPPINGS, GOVERNMENT DOCUMENTS -- Use Vertical File

6. AUDIO-VISUAL MATERIALS -- Records and cassettes are listed in card catalog and located in Room 201.

7. FOR MATERIALS FROM OTHER LIBRARIES AND RESOURCE CENTERS -- You may make full use of the libraries at Salem State College, Gordon College, Essex Agricultural and Technical Institute, and all Massachusetts Public Libraries. For additional resources, contact Reference librarians concerning Interlibrary Loans.

** PERIODICAL INDEXES, or, DEMYSTIFYING THE MAGAZINES **

INDEXES will help you locate the precise pages in a journal or magazine where you'll find information on the subject or by the author you are researching. Follow these easy steps!

1 SELECT THE MOST LOGICAL INDEXES FOR YOUR SUBJECT.

In addition to the familiar Readers' Guide To Periodical Literature, which indexes articles on all subjects in popular, non-technical magazines, there are also more specialized indexes. The journals they cover are listed at the beginning of each index volume, but you can use this summary to start.

*** APPLIED SCIENCE AND TECHNOLOGY INDEX -- aeronautics, automation, chemistry, construction, electrical communication, engineering, geology, industrial arts, machinery, transportation and related fields.

*** ART INDEX -- art, architecture, crafts, design.

*** BUSINESS PERIODICALS INDEX -- accounting, advertising, banking and finance, insurance, labor and management, marketing, office management, specific businesses and trades.

*** CUMULATIVE INDEX TO NURSING LITERATURE -- nursing and health sciences.

*** EDUCATION INDEX -- teaching and learning

*** HUMANITIES INDEX -- philosophy, language, literature, music, and theatre.

*** SOCIAL SCIENCE INDEX -- history, political science, sociology, economics and geography.

2

LOOK FOR MATERIAL UNDER SUBJECT (there are plenty of cross-references to help you) OR BY AN AUTHOR YOU THINK MAY HAVE WRITTEN ON YOUR TOPIC.

Entries are abbreviated, but easy to understand, as the following example reveals:

SUBJECT ———————— Communism and Art

TITLE OF ARTICLE ——— In China, a breath of fresh air brightens up the official palette; peasant painters on Hu-hsien;

AUTHOR Paris exhibition. R. Chelminski.
il.---------illustrated

Smithsonian 6: 30-9 Mr '76

title of journal | volume | page | date

3 COPY ARTICLE REFERENCES COMPLETELY -- so you can find the material in the library -- and have an accurate reference to list later in a bibliography!

JULY
Monday
4

CHECK TO SEE IF THE PERIODICAL IS AVAILABLE IN THE COLLEGE LIBRARY. The file on the wall of the Current Periodicals Room lists the title, form and holdings of all magazines in our collection. **4**

5 LOCATE THE PERIODICAL. Issues from previous years will be in microfilm cabinets in the Current Periodicals Room, or in bound volumes shelved just outside the room. Recent issues are shelved in the current magazine shelving. Lift the shelf for earlier issues of the current year.

6 STILL STUCK??? WHY NOT ASK FOR HELP!!!!

***** ***** ***** ***** ***** ***** *****

A WORD ABOUT NEWSPAPER INDEXES.....

Entries given in newspaper indexes are very much the same as those for periodicals. The New York Times Index will direct you to the exact date, page and column where material on your topic will be located.

.....AND ANOTHER ON ABSTRACTS:

Abstracts also lead you to the contents of journals (and often to books, too)! They can be even more helpful than indexes because they SUMMARIZE the material listed so you can better determine whether it will be useful to you. Here are several abstracts you may want to consult:

PSYCHOLOGICAL ABSTRACTS -- covers every major journal and many books on psychology and related fields.

SOCIOLOGICAL ABSTRACTS -- Although the abstracts are in English, the journals, books and bulletins described are from a number of countries.

HISTORICAL ABSTRACTS -- a guide to articles on political, economic, social and cultural history.

BIOLOGICAL ABSTRACTS -- information on biology, microbiology, plant and animal sciences and clinical medicine.

RESOURCES IN EDUCATION -- indexes and briefly describes research in all areas of education -- adult education, early childhood education, library and information sciences, career education, special education, etc. The library owns many of the documents indexed.

GEOGRAPHY

BEGIN WITH THE CARD CATALOG:

The Library of Congress Subject Headings, a two-volume set located near the subject catalog will direct you to the headings under which you'll find material. You'll discover that books will be listed not only under "Geography," but also under "Rural Geography," "Military Geography," "Cartography," "Surveying," "Voyages and Travels," and so on. You'll also note that geographical information about particular states, provinces and countries is found under the subdivision "Description and Travel." (e.g., "France - Description and Travel.")

VISIT THE REFERENCE DEPARTMENT:

GAZETTEERS *****

A gazetteer or geographical dictionary will identify the town, village, river, mountain or other geographical feature you are researching. Check Webster's Geographical Dictionary (REF G 103 .W45) or the Columbia-Lippincott Gazetteer of the World (REF G 103 .L7) for basic physical, economic and political facts about your site; then "journey" there via an atlas, perhaps one of the following:

NATIONAL ATLASES **********

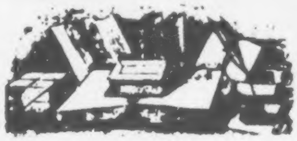
Atlases for specific countries offer more detailed, larger scale maps covering the botanical, zoological, agricultural, historical and political features of the country. The National Atlas of the United States (REF G 1200 .U57) reveals human activities, such as marriage and divorce patterns and concentrations of ethnic populations, as well as physical features. Other national atlases include the Atlas of Britain and Northern Ireland (REF G 1812 .A8) and the Atlas of Japan (REF G 2355 .A321). Remember that place names and symbols may be difficult to decipher if you're not familiar with the language of the text.

WORLD ATLASES **********

The Times Atlas of the World (REF G 103 .W45 Atlas Table) offers detailed, large scale, beautifully colored maps of the entire world. Like other international atlases, for example, the National Geographic Atlas of the World and the Hammond Medallion Atlas, there are lots of "special" maps, too, noting world mineral deposits, food and energy sources -- even star charts!

THEMATIC ATLASES ******

Historical changes and economic trends can be shown more clearly in maps than through even the simplest text. Shepherd's Historical Atlas (REF G 1030 .S4) charts world history from 2000 B.C. to the present. The New Century Handbook of Classical Geography (REF DE 25 .N48) will aid literature, art, history and geography students in locating factual and legendary sites in the ancient world. Economic atlases such as the Rand-McNally Commercial Atlas and Marketing Guide (REF G 1019 .R22) can provide up-to-date information on retail markets, transportation lines, city boundaries and population. There are atlases for ethnic and religious groups such as the Historical Atlas of the Muslim Peoples (REF G 1786 .S1 R6) and climatic atlases, for example the Weather Atlas of the United States (REF G 1201 .U55) which gives winds, snowfall, temperature and similar data in maps. Road atlases and travel guides can provide useful facts as well as maps of a special locale.



THE PERIODICAL COLLECTION:

Among the important journals in Geography are the Annals of the Association of American Geographers, the Geographical Review, Economic Geography, the Journal of Geography and the Professional Geographer. To gain access to the contents of these and other periodicals, check the Social Science Index or Public Affairs Information Service Bulletin under the subject of interest to you.

CENSUS DATA:

Geographers, and sociologists, economists, political scientists and others, too, often want to study the social and economic characteristics of a community. The library owns the entire Housing and Population Census of the U.S. for 1970 on microfilm. Use the Statistical Abstract of the United States, (REF HA 202) for an annual update.

MAPS:

The Library Archives on the 4th floor houses special topographic maps which are continuously updated by the National Geological survey. The maps, available for all the New England, and sections of many other states, can help campers and hikers, as well as geographers, in locating rivers, roads and other physical features.

CURRICULUM RESOURCE CENTER:

Here you'll find elementary and secondary school geography curriculum materials, including textbooks, filmstrips, slides and simulation games to help plan lessons.

VISIT THE MEDIA CENTER:

You may find a film or a video- or audio-tape in the Media Center collection located on the 1st floor of the Arts & Science Building. You could use these resources for researching and/or presenting information for your classes. Media Center personnel can also show you catalogs of films and tapes which Salem State does not own, but which may be rented or viewed elsewhere. You also may want to prepare your own materials -- the Media Laboratory has equipment to create original slides, tapes, transparencies or films in your field of research.

PEOPLE WHO KNOW ABOUT PLACES:

Your most obvious and best human resources are members of the college's Geography Department. The Department also has a good collection of journals and newsletters, wall maps for all parts of the world, historical maps of many areas, particularly Greater Boston, aerial photos showing the immediate locale at twenty year intervals and some slides and transparencies dealing primarily with weather and climate and physical geography. The Urban Geography Laboratory also maintains state and local census material. Consider other human and community resources in your research. Look for lectures, films and travelogs in your area of interest. Or visit the U.S. Department of Transportation's Boston Office, or a City Planning Office. Or take a cruise of Boston Harbor. Information is everywhere!

SLIDE-TAPE PROGRAMS

In the 1970's there has been a greater use of audiovisual materials in programs of instruction for library orientation and information searching tools and processes. An increased interest in the educational potential of these materials, coupled with the current availability of compact and easy-to-use photographic and recording equipment, has led many librarians and media specialists to design and produce overhead transparencies, audio-tapes, video-tapes, and slide-tape programs for inclusion in instructional programs. In addition, the need to reach an increasing number of students, either individually, in small groups, or in numerous class-size sessions, within the constraints of limited time for instructional services and stable or reduced professional staff, has brought about a greater reliance on audiovisual programs as effective components in the total program of bibliographic instruction in many schools and colleges.

The slide-tape program, among these materials, is versatile and within the production capabilities of most secondary and college libraries or media centers. There are several advantages in this choice of audiovisual program -- they can be tailor-made to the specific library/media center, once made they can present the same content to any number of individual users as well as repeated sessions of user groups, the operational simplicity and portability of the equipment involved, and the multi-sensory nature of the materials provide an attention-getting vehicle for providing information to the library user.

The disadvantages to the selection of a slide-tape program as a medium of instruction are the need for revision and updating, the requirement of considerable staff time for the design and production of the program and some skills in, and understanding of, the techniques.

There are many helpful articles in the journal Audiovisual Instruction, and its special section "Instructional Resources," as well as Kodak pamphlets, which will provide guidance and background information for designing and producing effective slide-tape programs.

Ryan, Mack. "Preparing a Slide-Tape Program: A Step-by-Step Approach." Part I in Audiovisual Instruction, Vol. 20, No. 7 (September 1975), pp. 36-38+; Part II in Audiovisual Instruction, Vol. 20, No. 9 (November 1975), pp. 36-39.

This two-part article provides some basic guidelines, including practical tips and checklists, for the novice in media production.

Schroth, John F. "How to Produce a Slide-Tape Talk." Kodak Photo Information Book, The Fourth Here's How, pp. 47-55.

Schroth's article discusses briefly the planning and producing steps for making a slide-tape program. Not technical or indepth. Includes references to other helpful Kodak pamphlets.

Boas, Keith. "Producing Successful Slide Shows." Kodak Photo Book, The Ninth Here's How, pp. 26-43.

Boas' article emphasizes a variety of more sophisticated shots to consider in making the slides, including multi-image slides and dissolve sequences.

The sampling of slide-tape programs for use in library instruction includes the scripts for two existing slide-tape programs, one for use at the secondary level as an orientation program and one on information searching strategies at the college level. These scripts will provide an indication, in outline form, of the programs' contents. The third reference provides information on an often-used, commercially-produced slide-tape program on basic library resources.

1. "The Instructional Materials Center" (script) -- courtesy of Robert Guptill, North Andover High School, North Andover, MA.
2. "Information Is Everywhere" (script) -- courtesy of Janet Freedman and David Kelly, Salem State College, Salem, MA.
3. "How to Survive in School: Using Library Resources and Reference Materials" -- program available from the Center for the Humanities.

"THE INSTRUCTIONAL MATERIALS CENTER"

Title Card

1. Picture of School

2. The IMC is centrally located in the building. This makes it easy for everyone to get to it and makes it easy to distribute materials and equipment from it.

3. It is open every school day from 7:30 a.m. to 4:00 p.m. in the afternoon.

4. Contained in the IMC is a wide array of different kinds of materials such as books, magazines, newspapers, pamphlets, maps, microforms and provides access to a large collection of audiovisual materials.

5. The purpose of this program is to show you where things are located in the IMC and to explain to you how it works. We will start here in the Seminar Area.

6. The Seminar Area is a popular place for classes to gather.

7. Many teachers use it for audiovisual programs.

8. ...while others use it to conduct discussions.

9. Often teachers use it as a homebase from which their class disperses to find information.

10. In the center of the room is the Circulation Desk. It is a sort of command post for the IMC. All materials in the IMC may be borrowed, but before they are taken, they must be checked out here.

11. Most of the materials may be taken for a two-week period and renewed as often as is needed. This includes most books, magazines, pamphlets and maps.

12. Some materials can be taken only for overnight. These are reference books which are constantly needed and used in the IMC.

13. These books are all marked with an "R" on top of their call number and are stamped "For Reference Only." When taken overnight, they must be returned before homeroom the next morning. "R" books without pockets may not be taken from the IMC.

14. The shelves behind the Circulation Desk contain reserve materials.

15. These are materials which teachers have set aside for use only by members of their class. All of these materials have a label on them that says "Reserve."

16. Reserve materials may be used only for the period of time specified by the teacher. Many times these materials are for IMC use only.

17. In order to get these materials, tell a Librarian at the Circulation Desk that you are a member of the class and what it is that you want. They will either get it for you or direct you to the appropriate shelf.

18. The Assigned Study Area is a large area for class use.

19. Here a teacher might bring a class and use the area as a home while doing research. Members of the class have a carrel for their own use, while the whole class is kept together.

20. This area might also be used for independent study where a few members of a class might come to do work that involves materials in the IMC.

21. The Small-Group Room is a multiple-purpose room that is for class use only.

22. Here a small class might gather to see a film or listen to a recording.

23. ...or to carry on a lively discussion.

24. The Card Catalog is the most important tool in the IMC for finding materials. Here is found references to all books, pamphlets, and audiovisual materials.

25. All books are cataloged in the Card Catalog by author, title, and subject and are arranged alphabetically in the drawers.

26. All books are cataloged using the Dewey Decimal System. This System assigns numbers and letters to each category of knowledge.

27. In order to find a desired book, copy the Dewey Decimal number in the upper left-hand corner of the card.

28. Using this system, the non-fiction books are organized on the shelves in a clockwise manner.

29. The fiction books are next in line. All of these books are labeled with the single letter F.

30. ...then comes the stories collection. These books are labeled SC and contain short stories.

31. Biographies finish off the remainder of the shelves. Biographies about one person are labeled with 92 while collected biographies about a number of people are labeled between 920 and 929.

32. Some books in the card catalog are labeled PROF. These books are located in the Professional Area. This is an area that has been set aside for use by the faculty.

33. Contained in this area are a variety of books, journals, and pamphlets that deal with education and teaching.

34. Here is where a teacher might come to quietly read or grade papers, or perhaps have a conference with a student.

35. A special section, located in front of the Professional Collection, contains oversize books.

36. All of these books are labeled with the word "oversize" on top of their call numbers.

37. These books which are too large to stand up on the regular shelving are found here.

38. Another set of large books is the atlases. These are stored in the atlas case in front of the Circulation Desk.

39. Also in front of the Circulation Desk are the paperback books which are located on a rack. Here you might find a good book to read just for fun.

40. The Vertical File is located behind the Card Catalog. It is a filing cabinet that is filled with pamphlets and clippings from various publications.

41. The Vertical File is cataloged in two ways. Throughout the card catalog there are subject cards that refer to folders in the vertical file. All of these cards have green bands on top.

42. There is also a separate drawer that lists alphabetically all the folders that are contained in the file. This is found in a drawer on the right side of the card catalog.

43. Each card identifies all the items that are contained in each folder.

44. Another way of finding vertical file materials would be to just look directly in the cabinet for the subject you want. All of these materials may be taken from their folders and checked out at the Circulation Desk.

45. All audiovisual materials are listed by subject in the upper right-hand drawer of the card catalog.

46. Each card has an alphanumeric code that identifies each program. You will want to copy this code down if you want the program.

47. On the side of the Card Catalog is a listing of all of the codes and their meaning. This will tell you what kind of program it is.

48. There are approximately 1,500 audiovisual programs that are available for your use. These programs have all been selected by teachers for use with their courses of study -- so don't expect to find your favorite motion picture or your favorite pop record in the collection.

49. The programs are in many forms such as video-tape, filmstrips, records, cassettes, slides, transparencies and any combination of these.

50. The Non-print Media Room is available for watching or listening to these audiovisual programs.

51. In order to use this Room, you will need to first go to the Circulation Desk and ask a Librarian if the room is available. If it is, you will be asked to sign into the room.

52. Next, go to the Audiovisual Department and ask for the program using the alphanumeric code. Here you will be asked to sign a card in order to take the program.

53. A Librarian will open the room for you. Now you're all set to use the program. Most of the equipment you will need is already in the room. If it is not, ask the Audiovisual Department for the needed equipment.

54. If you do not know how to operate the equipment or if you have trouble with it, ask one of the Audiovisual students for help.

55. When you're finished with the program, reverse this procedure. Return the program to the Audiovisual Department and sign out of the room at the Circulation Desk.

56. All of the equipment as well as the programs themselves are quite expensive. Any abuse of this room or the materials will result in loss of its use as well as exclusion from the IMC.

57. The Periodical Area is one of the most popular areas in the IMC.

58. Located in this area are approximately 125 magazines and newspapers. No matter what your interests are, everyone will find something to read here.

59. Here one can find out what's going on in the world...

60. ...or pursue an interest in a hobby or sport.

61. Next to the periodicals is the Index Table.

62. Located on this table are the indexes to all of the magazines as well as other key reference books.

63. The periodical storage and workroom is where all of the back issues of magazines are stored.

64. Please ask a Librarian or Student Aide to get them for you. Otherwise the room soon becomes a disorganized mess.

65. Microfilm and microfiche are two forms in which some of the IMC's magazines are kept. These are nothing more than pictures of the pages from the magazines.

66. The microform table is where you look at these materials.

67. Here is where you will find machines that will allow you to look at the film...

68. ...and, if desired, make a copy of it.

69. Throughout the building are found satellite collections of materials. These are located in most of the resource centers and contain materials dealing with the academic department they are in.

70. Cards for these books are identified in the Card Catalog by color-banded sleeves.

71. All of these materials may be borrowed by checking them out through the Teacher Aide in the Resource Center.

72. It takes a lot of people to run the IMC and there is always work to be done.

73. If you are interested in volunteer work during spare periods, see me early in the semester. It's a good way to get out of the Study Halls, but remember we're looking for help -- that means we're looking for students who are interested in doing work.

74. After seeing what the IMC offers, you might be wondering how to get in.

75. In some cases a class you belong to may come in for some reason. Mostly, you will come from a Study Hall during a free period.

76. In order to leave the Study Hall you will need to get a pass from a teacher before going to the study. These passes are usually easy to get from teachers that you have classes with.

77. Once you have a pass, you must first report to the Study Hall and check out through the supervising teacher.

78. Upon entering the IMC, give your pass to either the supervising Librarian or place it on the Circulation Desk.

79. The IMC and its array of materials is readily available for your use, but keep in mind that it exists for academic reasons.

80. Students who habitually abuse the facility by talking excessively and bothering other students who wish to study, or by having nothing to do, or failing to follow School or IMC rules, will be asked to return to the Study Hall and will also be denied further access for a minimum of one month.

81. With the amount of materials available, covering almost every area of human knowledge, and with the demands of your education and the need for all of us to be informed citizens, the IMC, we hope, will be a place that you will want to visit often.

82. General Picture.

83. General Picture.

"INFORMATION IS EVERYWHERE"

	Blank Slide	
1.	title slide	Library/Media Resources -- and beyond!
2.	person surrounded by information	Information is Everywhere.
3.	and more information	In fact, there's so much -- in so many forms
4.	and buried by information	that it can be overwhelming. This presentation will help you better use the information resources you already know about --
5.	door to library	and open some new doors. Most people know that libraries contain lots of vital information,
6.	patron entering library	but some stop smiling when they try to gain access to that wealth of material. Here are some hints.
7.	student consulting guide to *Library of Congress Subject Headings*	Begin with a look in the *Library of Congress Subject Headings*.
8.	close up of entry	Here you'll discover the headings under which material on your topic is listed.
9.	student looking in subject catalog	Next, check the card catalog to see what the library you are using has on the subject.
10.	catalog card	When you've determined what you want, note the complete call number so it can be located on the shelves.
11.	reference room-encyclopedias	Many important research aids are in the Reference Room. In addition to the familiar encyclopedias
12.	students at table with almanacs	you'll find almanacs and fact books,

13.	student using atlases	and atlases from every country and approach, including historical atlases, marketing guides and weather and climate charts.
14.	student selecting book with "Facts on File" in background	You'll discover information on recent events in news annuals
15.	close up of biographical sources	and find out about the people behind the news in biographical reference sources.
16.	art resources	There are special tools for every subject field-research guides, encyclopedias, directories and dictionaries.
17.	Encyclopedia of World Art	The Encyclopedia of World Art, for example, has lengthy articles and numerous plates on all periods and forms of art.
18.	periodical indexes	Periodical indexes will lead you to individual articles in magazines, newspapers and journals.
19.	sample of special indexes	There are general indexes to popular magazines and specialized indexes for biography, art and many other fields.
20.	periodical index entry	Look for material by subject or author.
21.	person pointing to holdings list	Then check the holdings list of the library you are using
22.	close up of holdings list	to see if the magazine you want is in its collection.
23.	print issue	You'll find print copies of some journals;
24.	student at microfilm reader	others will be in microforms.
25.	map collection	Additional information might be found in a special collection within the library, such as topographyical charts in a map department,

26.	curriculum library	teaching aids in a Curriculum Resource Center,
27.	alternatives library magazines	or, unusual magazines in a browsing collection.
28.	distance shot of files	Don't forget to look in those file cabinets
29.	close up of vertical file	where you'll find pamphlets and clippings on many topics.
30.	reference librarian and student	Remember, the library's most important resource is its staff. They'll help you use the material we've just discussed and guide you to other information sources.
31.	student leaving library	Human resources offer opportunities for dialog you just can't have with a reference book! Leave the library and
32.	macrame class	learn from artists and craftspeople.
33.	carpenter	A local carpenter may help you make better use of your woodworking tools.
34.	student and auto mechanic	Find out from an auto mechanic what's wrong under the hood
35.	auto mechanic showing parts	and how to repair it.
36.	taxi driver	The best way to learn what people do and how they feel about it is to talk with them.
37.	radiation equipment	This woman is getting information on a new machine which has revolutionized medical diagnostics.
38.	plant expert	Supplement your library research on horticulture
39.	plants	with a visit to a plant expert.
40.	farm workers support meeting	or, chat with a group of social activists to discover why they are working for the grape boycott.

41.	older man	You can discover the stories of old
42.	children being interviewed	and young.
43.	group talking	Wherever people are gathered, you'll find information.
44.	city hall	Maybe you can't fight city hall, but you can visit it.
45.	Essex County Court House	Government agencies and officials are often excellent information sources.
46.	public library	Your own public library is indispensable for local research
47.	Salem Witch Museum	and a museum can offer a unique presentation of an historical event.
48.	Peabody Museum, Salem	Or the artifacts associated with a special interest such as marine trade.
49.	historical home	A restored home can bring the past alive.
50.	Essex Institute	Later, you can do additional research on what you've seen by visiting a special library or research center
51.	historical documents	with unique historical documents.
52.	Harvard Square map	Urban areas have incredible resources. For example, within a short walk from Harvard Square you'll find
53.	Peabody Museum, Cambridge	the archaeological treasures of the Peabody Museum,
54.	Busch-Reisinger	the rare paintings of the Busch-Reisinger,
55.	Schlesinger Library	a unique women's history collection at Radcliffe's Schlesinger Library

56.	counseling center	and a variety of social service agencies.
57.	Vocations for Social Change	This storefront center might even lead you to a job!
58.	Massachusetts Information	Information is everywhere
59.	couple looking at public information notices	just look and discover for yourself.
60.	group of people at magazine kiosk	You'll find it!
61.	people watching TV	In this age of electronic communication, we sometimes overlook the obvious. There's information on your car radio, at the neighborhood theatre, even on your home TV.
62.	media collection	Many media collections are available for research
63.	student entering media center	Check the film, tape and slide holdings of your college media center.
64.	student selecting film	They may have just what you need.
65.	student reviewing film catalog	Or, examine catalogs to see if there is a film or video-tape you can
66.	producers and distributors catalogs	rent from a commercial producer or borrow from a film library.
67.	record catalogs	Recordings are yet another information source.
68.	student holding spoken records	You can listen to poetry, plays and speeches,
69.	student listening to songs of Depression Era	or recapture an era through its music as this student is doing.
70.	video equipment	In addition to using commercial media, you may want to produce your own -- perhaps an original video-tape.

71.	student sorting slides	Or a slide presentation.
72.	cartoon "Where's the Library?"	This is the end.
73.	cartoon	But it's really only the beginning. Information is power!
74.	cartoon	Help yourself to some!
	Blank Slide	Music

The Center for Humanities, Inc.
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How to Survive in School: Using Library Resources and Reference Materials

Program provides an overview of basic library collections—circulating books, reference works, periodicals, media, special holdings—and then focuses on two library "keys": the card catalog and the reference collection.

Part Two stresses the importance of planning research and then working in an orderly, step-by-step manner. Three basic types of research are analyzed: finding a single fact, compiling a body of information and evaluating different interpretations and opinions. Students are shown how to proceed from general references and the card catalog to more specialized works as well as how to keep notes on their sources as they proceed.

Part Three contains two case histories that demonstrate how various types of research interact in extended projects. One is a typical project in English—a research paper on Emily Dickinson and the interrelationship of her life and love poetry. The other is a characteristic assignment in history or current affairs: research for a debate on the advisability of strong Federal control over T.V. commercials for children.

240 slides in 3 Carousel cartridges, 3 tape cassettes, 3 Lp records, Teacher's Guide, Library Processing Kit. No. 0323-1200
Regular Price $220.00 **Educator's Price $179.50**

This program is also available in videocassettes. See page 62.

Lifetime Guarantee
We will replace, *without charge*, any component of your Sound-Slide program that becomes damaged during the course of normal school usage. This guarantee applies as long as the program is being offered for sale. *A recent survey indicated that ours is the* only *company that provides such service at no charge.*

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Sound-Slide Presentation Systems
Special Sound-Slide presentation systems are available only on firm orders for Sound-Slide programs and only in the United States. See pages 64-66 for information on how to qualify for free equipment.

Library Processing Kits
To assist librarians and media center directors, Library Processing Kits are included with all Sound-Slide programs. Each kit contains a Title Card, a Main Entry Card, a Shelflist Card and two to five subject cards.

How To Order

1. **Please be sure to affix your pressure-sensitive address label from back cover of catalog where indicated on order form. If label is not available, or if information is incorrect, write your name, address and other specified information in the space provided on the order form.**
2. **Check the programs you wish to order. Programs ordered on approval may be evaluated for 30 days without cost or obligation. To place a firm order, simply check the appropriate box on the order form or attach a purchase order.**
3. **Carefully remove postage-paid order form from center of catalog, fold as indicated and mail. (A duplicate copy of this order form is enclosed for later use.)**

NOTE: For Canadian orders, please affix necessary postage.

4. **If you're in a hurry: call in your order toll-free 24-hours a day at (800) 431-1242. From New York state, Alaska, Hawaii and Canada call collect (914) 946-0601.**
5. **For information on how you can receive FREE audio-visual presentation equipment, see pages 64-66.**

Federal Aid
All materials qualify for purchase under ESEA, HEA and EAHCA. Inquiries about qualification and procedure should be addressed to your principal or appropriate city, county or state coordinator.

SUBJECT-RELATED UNITS

Several school and college libraries have expanded the single project and course-related lectures into full units on subject resources. The two models presented in this manual are a four session unit on political science resources designed for upper division college undergraduates and a workshop on reference sources relating to marine and acquatic sciences aimed at high school students.

The following principles should be kept in mind when designing a subject-related unit:

1. Successful instruction depends on the full cooperation of the faculty in helping to establish goals and objectives for the unit, to design instructional activities and assignments to implement the objectives, and to evaluate and revise the program;

2. The basic advantage to this type of instructional program is that the students are learning by doing rather than by being told what to do; their involvement provides a built-in motivational base for each learning activity;

3. Instruction in information gathering techniques should expose the students to audiovisual, human, and community resources as well as the "traditional" library resources, such as reference books, indexes, and the card catalog;

4. A series of activities within a subject-related unit permits opportunities for reinforcement and follow-up of initial instruction.

The disadvantages in using the subject-related method of instruction should also be considered:

1. The development of these units, in cooperation with the subject teacher(s), involves much planning time together in order to insure an effective unit of learning activities;

2. Although more indepth than the single lecture or presentation, these units are not comprehensive in their coverage of resources and skill development;

3. Success depends largely on the cooperative efforts of both the library/media specialist and the subject teacher;

4. The design of these units does demand appropriate subject expertise on the part of the library/media specialist.

The following outlines of two sample subject-related units, one for the high school student and one for the college undergraduate, provide example materials for this approach to instruction in information searching processes:

1. "Marine and Acquatic Workshop" -- courtesy of Douglas Maitland, Swampscott High School, Swampscott, MA.
2. "Information Is Power: A Library Skills Workshop for Political Science Students" -- courtesy of Janet Freedman, David Kelley, and Gilbert Scharfenberger, Salem State College, Salem, MA.

"MARINE AND ACQUATIC WORKSHOP"

A lesson plan for exploring print, audiovisual, human and community resources in the marine sciences was developed at Swampscott High School with the goal of informing students of basic reference tools in the science field and teaching them specific skills in locating and extracting information from these resources. The workshop was designed for two instructional periods, to be held in the library so that students can see where the materials are located and have experience working with the resources. The unit involves the full cooperation of classroom teachers. They supplement the lesson with additional activities requiring the use of the acquired skills and participate in evaluation and revision of the methods, procedures and assignments.

What is the relationship of the study of science to the library? -- Scientific method of inquiry?

What is a library? -- (1) Information, (2) Storage, and (3) Retrieval

Information can take many forms -- explain each form including its advantages and disadvantages -- have examples of each type to pass around the room.

1. Print
2. Non-print
   - A. IBM card -- Automated data processing
   - B. Microfilm vs. hard copy
   - C. Microfiche vs. hard copy
   - D. Microcard vs. hard copy
   - E. NCR Microform of HOLY BIBLE -- use with 100X or more microscope to allow each student to view and marvel at this sophisticated development in information storage and retrieval.

What is a reference book? -- consulted to find a specific answer to a specific question -- not read from cover to cover.

Special scientific library collection:

1. MIT, Harvard, and other college and university libraries
2. General Electric
3. Sylvania
4. Lynn and Salem Hospital
5. Boston Public Hospital Library Service
6. Museum of Science
7. New England Aquarium
8. Cat Cove Marine Station

Hand out listing of reference works to be discussed -- explain that reference can be a dry, dull, uninteresting subject. However, it can be very important to you if you need to find a piece of information in a hurry.

A select list of major reference works is introduced to the group as general or subject (specialized) according to kinds: indexes, encyclopedias, dictionaries, yearbooks, etc. A short introduction to each reference work is given. Tell why it is a valuable reference and how it can help them. The works discussed taken from the list in the appendix would depend on the group that you are working with. No more than twenty to twenty-five reference works would be discussed at any one time.

Hand out worksheet:

Assignment -- Students are to look up one question for each reference work discussed. In answering the questions, the student is encouraged to examine the material he is using and is asked to give only the volume number and the exact page number where the answer can be found. In this way, the student doesn't spend most of his time writing down answers to the questions, but may spend more time examing the arrangement and set up of the reference in question.

A list of reference works to be discussed and sample worksheet assignments follow this plan.

REFERENCE WORKS

Almanac of American Politics
The Animal Kingdom
Astimov's Biographical Encyclopedia of Science and Technology
Ayer's Directory of Newspapers and Periodicals
Comparative Guide to American Colleges
Compton's Illustrated Science Dictionary
Concise Dictionary of Science
Condensed Chemical Dictionary
Congress and the Nation
Consumer Reports
County and City Data Book
Encyclopedia of Biological Sciences
Encyclopedia of Chemistry
Encyclopedia of Microscopy
Encyclopedia of Spectroscopy
Familiar Quotations
Famous First Facts
Fieldbook of Natural History
Gray's Anatomy
Great Chemists
Handbook of Chemistry and Physics
Larousse Encyclopedia of Animal Life
Lincoln Library of Essential Information
McGraw-Hill Encyclopedia of Science and Technology
The Merck Index
Occupational Outlook Handbook
Readers' Guide to Periodical Literature
Roberts Rules of Order
The Statesman's Yearbook
Statistical Abstract of the United States
Stedman's Medical Dictionary
Thomas' Register of American Manufacturers
United States Government Manual
Van Nostrand's Scientific Encyclopedia
The Way Things Work
Who's Who in America
World Almanac and Book of Facts

Congress and the Nation -- Vol. 3

1. Find an article fully describing the history of depletion allowances allowed against taxable income from mineral properties and timber lands.
2. What significant decisions concerning environmental rights were recently made by the Supreme Court?
3. When was Earth Day first observed?
4. What is the Coastal Zone Management Act of 1972 (S3507-PL92-583)?
5. What are the arguments for and against building the Alaskan pipeline?
6. What legislation has been passed for the wildlife protection of endangered species in the United States?

Famous First Facts

1. What was the first forestry legislation enacted in colonial America?
2. Describe the first agricultural experiment station in colonial America.
3. Where was the first bird refuge in the United States authorized by a state?
4. What was the first oceanography institution in the United States?
5. Where were the first offshore oil wells successfully drilled?
6. Why was the first windmill in the United States moved?

Statistical Abstract of the United States -- 1974

1. How many fish were killed in 1972 by pollution from sewerage systems?
2. What percent of the population of Massachusetts used fluoridated water in 1972?

3. Approximately how many tons of solid waste were dumped into the Pacific Ocean by the United States in 1973?

4. What country did the United States import the most petroleum from in 1973?

5. How many fish were reported killed in 1972 by water pollution?

6. Compare the gasoline consumption by motor vehicles in 1960 to 1970.

United States Government Manual

1. What is the purpose of the Council on Environmental Quality?

2. What is the purpose of the Office of Saline Water?

3. What is the phone number of the Environmental Protection Agency in Washington, DC?

4. What are the activities of the Federal Energy Administration?

5. What does the Federal Maritime Commission have to do with water pollution?

6. How may copies of environmental impact statements be obtained for inspection and copying from the Federal Power Commission?

World Almanac and Book of Facts -- 1975

1. Find a paragraph describing the atmosphere of the earth.

2. What is the effect of speed on fuel consumption rates in automobiles?

3. What is the length in miles of the coastline of Massachusetts?

4. What is the effect of the use of air conditioning on fuel consumption rates in automobiles?

5. Find some information on Earth Day.

6. Did the final form of the Alaska Pipeline Bill contain a provision barring court review of the environmental impact bill?

McGraw-Hill Encyclopedia of Science and Technology

1. What is the purpose of the Foucault Pendulum?
2. Find a drawing of an anemometer.
3. To what phylum does the crayfish belong?
4. Ninety-five percent of all the lignite in the United States is found in what two states?
5. Is the Gila Monster the only poisonous lizard found in the United States?
6. How many varieties of rattlesnakes are found in the United States?

"INFORMATION IS POWER: A LIBRARY SKILLS WORKSHOP FOR POLITICAL SCIENCE STUDENTS"

To have students discover that "information is power" is the title and broad goal of the 4 lesson unit jointly planned by library/media staff and a political science professor at Salem State College. The research methods course for political science majors stresses statistical survey techniques. Yet before students can analyze research studies, or construct original models they need an understanding of the topic. The workshop was planned to provide students with the knowledge to access the literature of the field referenced in books, abstracts, and indexes and to discover community and government agencies and human information sources as well. In addition to learning the appropriate research tools and processes, the instruction is designed to encourage students to gain a critical and evaluative approach to what they viewed, read, and heard.

The following objectives were jointly developed by the library instruction team and the political science instructor:

As a result of the instruction offered in the workshop, students will be able to:

1. Locate political science information in print and mediated formats and through human and community resources, as evidenced by their satisfactory performance on a test given at the end of the workshop;

2. Understand the role and influence of the mass media

on the political process as evidenced by participation in a class discussion following the unit;

3. Apply the research and evaluation skills to other contexts as evidenced by their performance on a written take-home final examination in the political science course which involves the use of the resources and techniques taught in the workshop.

The documentary film, I.F. Stone's Weekly, was shown and discussed on the first day of the workshop. After previewing several films, the instructors chose this portrait of an investigative reporter who utilized sources of information available to all -- newspapers, published government reports, and interviews -- to expose contradictions and cover-ups in domestic and international affairs. In addition to providing a model of an extraordinary researcher, Stone's healthy skepticism of the printed word inspired the students to look carefully at the "facts" that are presented by government and media. The selection of a film to introduce the themes of the workshop is purposeful. The instructors wanted to utilize mediated sources of information in their political science research. The subject matter of the film also served as an excellent vehicle for the exploration of reference materials. Several assignments requiring students to investigate indexes, abstracts, biographical sources, and government publications are developed around the political concerns presented in the documentary film.

In addition to the completion of a brief test following the workshop and a class discussion on the role of media in the political process, the library instructor and professor provided for a carry-over of the content of the workshop. Students who elected the research course were aware of the information gathering and evaluation workshop was an essential part of their learning. Indeed, it was not possible to complete the course satisfactorily if these skills were not mastered. The post-test and the course final examination measured student performance on all aspects of the course. Feedback to instructors was made possible through a brief questionnaire given to the students at the end of the unit. The workshop was then revised on the bases of these evaluation tools.

"INFORMATION IS POWER"

A Library skills workshop for political science students.

Schedule/Outline

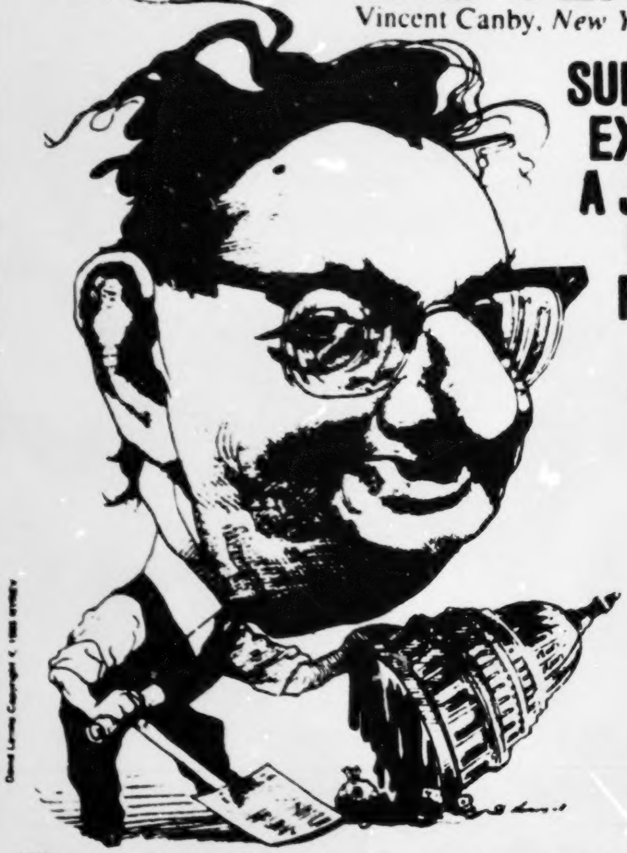
March 24 -------------------	Meet in 4th floor library Function Room 1. I.F. Stone Movie 2. Assignment
March 26 -------------------	Meet at Circulation Desk (1st floor library) 1. Instructional/directional Library tour 2. Finish in Alternatives Library for discussion.
March 29 -------------------	Meet in Reference Room (1st floor library) 1. Discussion of political science bibliographic resources. 2. Questions on assignments???????
March 31 -------------------	Classroom Evaluations and post workshop discussion

"The communications media are a crucial part of the power complex which sets the course of life for the nation; and to an extent, for the peoples of the world. The media conditions the citizen to think the thoughts that are preferred by government, industry, the military and the educational establishment -- and the media themselves." (James Atonson, Deadline for the Media)

Now available for rental and five year lease (B&W, 62 minutes, $595.)

ONE OF THE YEAR'S BEST FILMS!

Vincent Canby, *New York Times* · Judith Crist, *New York Magazine*



SUPERB! ① **A RARE ACHIEVEMENT!** ②
EXHILARATING—DON'T MISS IT! ③
A JOY TO WATCH! ④ **DELIGHTFUL!** ⑤
REMARKABLE! ⑥ **MARVELOUS!** ⑦
FUNNY, ABSOLUTELY RIVETING! ⑧

Cannes
Edinburgh
London
Berlin

①JAY COCKS,	**Time**
②MAUREEN ORTH,	**Newsweek**
③VINCENT CANBY,	**The New York Times**
④ROBERT HATCH,	**The Nation**
⑤BRUCE WILLIAMSON,	**Playboy**
⑥NAT HENTOFF,	**The Village Voice**
⑦JON LANDAU,	**Rolling Stone**
⑧MICHAEL KERNAN,	**The Washington Post**

"Every government
is run by liars.
Nothing they say
should be believed."

Winner of the Grierson, Blue Ribbon and Emily Awards at the 1974 American Film Festival
The first sweep of all three major awards in the festival's sixteen-year history.

From educational notices:

"Marvelously entertaining; incredibly touching. It brings to the largest audience possible insights into the mechanisms of government that affect each and every one of us."
– Educational Film Library Evaluation Card

"Highly recommended. Filled with implications for the future . . . This film is a powerful tool for arousing some healthy skepticism toward both the government and the press."
– Landers Film Reviews

"Inspiring . . . brilliant. In just over 60 minutes, the film administers a tonic for the soul, a strong dose of cynacism and an innocent love of honesty."
– Film Information (A service of the Broadcasting and Film Commission, National Council of Churches)

"Don't miss it — there is a place for it almost anywhere. It may well be the 'Thom Paine Pamphlet Film' for the Bi-Centenial!"
– Previews Magazine

"Bruck has brilliantly succeeded in putting his subject in full focus to the constant delight of the viewer. Not the least of the film's virtues is its rare picture of a man who totally enjoys what he does for a living."
– The Catholic Film Newsletter

"If you're an educator, do the next generation a favor and show them this film!" *- Stanley Kauffmann, The New Republic*

Recommended for school and adult audiences by:
The Booklist * Media Mix * Film News * Media & Methods

An hour-long portrait of Washington newspaperman I.F. Stone, that covers his approach to the news and some of the reportage that made his one-man newspaper a monument of American journalism.

A film by Jerry Bruck Jr.

I.F. STONE'S WEEKLY

Distributed by Open Circle Cinema, P.O. Box 315, Franklin Lakes, N.J. 07417 Tel (201) 891-8240

INFORMATION IS POWER: A Library Skills Workshop
for Political Science Students

Assignment in library skills -- sample questions

LIBRARY CATALOG

1. If you were investigating "Public Opinion" for a research paper in political science, cite four additional subject headings you could use.

2. Using the Library of Congress Subject Headings, under what headings would you find information on Straw Votes?

INDEXES

3. How would you locate a short list of articles written by I.F. Stone?

4. Investigate the Public Affairs Information Service. What types of periodicals are indexed? Cite some subject headings which are relevant to Political Science.

GOVERNMENT DOCUMENTS

5. If you wanted to find federal government publications on urban problems, where would you look? Cite some agencies which publish materials on this subject.

STATISTICAL SOURCES

6. Almanacs are very useful for answering factual questions. Which of the following may be located in the World Almanac?
   a. How to obtain a passport?
   b. How to become an American citizen?
   c. U.S. Parcel Post rates?
   d. How to apply for a patent?

BIOGRAPHICAL SOURCES

7. Can you find out, through Webster's Biographical Dictionary, waht Marie Antoinette's full name was and how she died?

8. Which of the following would direct you to information on I.F. Stone?

   a. Webster's
   b. Biography Index
   c. Dictionary of National Biography
   d. Current Biography
   e. International Who's Who

9. What is I.F. Stone's telephone number? Where did you find it?

POLITICAL SCIENCE SOURCES

10. Could you tell what the phrase "Hail of dead cats" means, also how did it originate? Indicate source.

11. Which party is considered the part of privilege? How did this expression evolve? Indicate source.

CAPTURE IT WITH MEDIA, OR USING MEDIA AS A TOOL OF RESEARCH

In addition to the traditional skills of outlining and note-taking that may be developed as a part of, or in conjunction with, a program of library instruction, the librarian or media specialist may want to include the processes involved in using media as a tool of research.

Students, as well as teachers, will find that media, such as photographic slides, audio-tape recordings, motion picture photography, and video-tape recordings, are vital extensions of the human senses and memory facilities. These audiovisual media may assist the researcher in the processes of recording, preserving, and presenting to others the audio and visual information gathered in researching a course assignment of a topic of personal interest.

Goals for this component of the instructional program may be to:

1. Guide students in developing insights into the use of media in the researching process to record data found;
2. Encourage students to explore the various media for use in recording aspects of specific research projects;
3. Help the potential user examine the advantages and limitations of each medium for recording information from a variety of sources;
4. Demonstrate the use of media as a first-hand approach to recording primary, as well as secondary, data;

5. Guide students in considering how the media used to record the information may be a potential vehicle to present their findings to others.

With those goals as a basis for planning a unit of instruction on the use of media as a tool of research, the design for implementation may follow the considerations of the outline below:

1. "Capture It With Media: Using Media as a Tool of Research" --
    - a. Establish the theme: media as tools of research
    - b. Raise the consideration of media as data-gathering devices
    - c. Connect concept to needs and assignments in research
2. "Tools of Research" --
    - a. Show two valuable techniques for recording data
        - (1) Pen and paper, and
        - (2) Media devices
    - b. Consider media to record data from first-hand experiences or phenomena, or secondary sources
    - c. Suggest media as a thorough record of the data, sometimes beyond the capabilities of human perception and memory
3. "The Media to Use" --
    - a. Audio, visual, and audiovisual media should be considered
    - b. Devices include: audio-tape recorder, photographic slide camera, motion picture camera, video camera with video-tape recorder
4. "Choosing the Most Appropriate Medium" --
    - a. Need for user evaluation of the devices and techniques
    - b. Each medium has advantages and limitations in relation to the data being recorded
    - c. Each medium should be considered for its own characteristics

   d. Each medium should be compared to others available
   e. Future use of the recorded data

5. "Some Characteristics of the Media" --

   a. Audio-tape recording
      (1) Simple to operate
      (2) Readily available
      (3) Easy to edit
   b. Video-tape recording
      (1) Captures action
      (2) Audio and visual combined
      (3) Immediate playback
   c. Photographic slides
      (1) High quality-color and detail
      (2) Freeze action
      (3) Flexible sequence
   d. Motion picture photography
      (1) Realistic images
      (2) Moving sequences
      (3) Special techniques

6. "Other Selection Considerations" --

   a. Media equipment available to the researcher
   b. Time constraints on the project
   c. Skills or experience/and assistance needed
   d. Costs for materials

7. "From Research to Presentation" --

   a. All these media used to record data in the research process can then be used later to present the findings to others
   b. Some can be combined, such as an audio-tape and photographic slides into a slide-tape presentation program
   c. Intended audience for audiovisual presentation
   d. Editing the materials

This unit may be presented in several phases beginning with an initial introduction of the concept and techniques. Several overhead transparencies may be designed and produced on the major concepts in the outline.

The second phase of the unit may focus on an actual assignment or research project to which these concepts will apply -- an historical documentary, a record of scientific investigation, a case study in sociology, a comparative art project, a visual biography of a contemporary author, are examples. Discussion of the application of these techniques in response to the identified needs of a project will serve to join the potential with the practical.

The third phase of this unit may take the form of production workshops. A series of workshops and hands-on sessions may be based on the development of skills and processes for the use of each type of media device and technique. Students interested in any of the techniques may join the workshop sessions. The following list of topics may be included:

1. Planning for media productions --
   - a. The purpose affects the choice of media
   - b. Constraints of time, facilities, and cost
   - c. Getting started
2. Audio-tape recording --
   - a. Selecting equipment format and tapes
   - b. Operating the tape recorder
   - c. Good microphone techniques
   - d. Recording from other tapes or discs
3. Photographic slides (and prints) --
   - a. Selecting the appropriate camera
   - b. Snapshots vs. slides
   - c. Handling and operating the camera
   - d. Tips for field photography -- outdoor
   - e. Indoor photography with or without flash
   - f. Techniques of copy work photography
   - g. Enlarging and darkroom processes

4. Motion picture photography --

   a. The characteristics of Super 8 format
   b. Silent vs. sound motion pictures
   c. Handling and operating the cameras
   d. Lighting and exposure
   e. Techniques of cinematography
   f. Cautions essential for motion picture photography

5. Video-tape recording --

   a. Care and handling of video equipment
   b. Operating the camera and VTR
   c. Indoor vs. outdoor recording
   d. Adequate lighting
   e. Working together in crews

6. From recording to presenting --

   a. Consider the purpose and audience
   b. Editing techniques --
      (1) Audio-tape
      (2) Video-tape
      (3) Motion picture film
   c. Artwork and graphics for photogrpahy and video
   d. Dubbing in sound on a sound film or video-tape
   e. Synchronizing a slide sequence with a taped narration
   f. Labeling and identifying all the media

Kemp, Jerrold. Planning and Producing Audio-visual Materials. 3rd ed. New York: Thomas Y. Crowell, 1975.

There are numerous texts and handbooks available on techniques of media production. Equipment operation pamphlets, included with new equipment purchases, provide helpful operation sequences and outlines, as well as visuals for overhead transparencies. Manufacturers, such as Kodak, Sony, 3M Company, and Ampex publish and distribute reference materials on production techniques.

WHOLE COURSE SYLLABUS

The whole course in information searching and resources is seldom found at the college level and almost non-existent at the secondary. The decision to adopt a whole course into the curriculum of a high school or college may be based on the rationale that substantial knowledge of information resources and skill in searching processes are:

1. Fundamental to successful completion of academic research assignments;
2. Important to career choice and development in an ever-changing, technology-based society;
3. Necessary components of basic skills education;
4. Useful in the pursuit of personal interests and avocations;
5. An important foundation to life-long learning;
6. Essential to informed, participant democracy.

The whole course in information searching and resources may take different forms, scope, and duration. Many colleges, for example, have one semester, one-credit courses in using library resources and developing research skills. Courses may be given separately or integrated in scope and assignment with English or Humanities courses or a cluster of communication courses.

The advantages of the whole course approach are the more complete coverage of processes and skill development in searching strategies and the scope of information resources included, the inclusion of such related topics as evaluation of sources, writing a research paper, expansion of the scope of resources beyond the library to human, media, and community sources of information, and developing skills and processes for using audiovisual devices and techniques to record data found (see Section D of this Chapter) and to present research findings to other people.

The limitations to the whole course are the acceptance of a course in information searching and resources as a legitimate and needed component of the curriculum, the demands on the time of the professional staff, if coordinated with other courses, design and planning and revision efforts on behalf of all instructors concerned, and the need for a positive attitude regarding teaching librarians as they move into formal teaching roles.

The example provided in this section is a three-credit whole course in information searching and media communication currently being taught at Salem State College as a part of an elective interdisciplinary program for Freshmen, course materials courtesy of Harold Bantly, Salem State College, Salem, MA.

COURSE SYLLABUS

EDUCATION 125 -- INFORMATION SEARCHING & MEDIA COMMUNICATION

COURSE: Education 125 -- Information Searching & Media Communication Sections 01 and 02 (part of the Interdisciplinary Program called Project ASC).

MEETINGS: Monday, Wednesday, Friday -- Section 01: 8:30- 9:20 a.m.
Section 02: 11:30-12:20 a.m.
Classroom is located on the Lower Level of the Library Class meets often in other areas of the library (see schedule or instructor).

INSTRUCTOR: Dr. Harold A. Bantly, Assistant Professor of Education; Office: Lower Level, Library, L-02; Telephone extension -- 485; Office Hours as announced in class and posted on door.

ATTENDANCE POLICY: Attendance will be taken during the semester. Students are evaluated on class participation and contribution to the sharing of information. Attendance is strongly recommended due to the importance of class presentations, guest speakers media presentations, and seminary discussions on assignments.

TEXT: Barton & Swidan, REFERENCE BOOKS: A BRIEF GUIDE (Required).

REQUIREMENTS: Students in this course are required to complete six information searching journal assignments. They are assigned periodically throughout the semester (see the schedule of classes for dates) every week and a half or two weeks. Details of these journal assignments will be distributed in class and discussed. The following topics are covered:

1. Getting the Facts -- Sources of brief Information
2. What's in the News -- Indexes to current information
3. Biography -- Information about people, living or dead
4. Geography -- Sources of geographical information
5. Criticism -- Opinions from people about topics and works
6. Special Subject Resources -- Sources of information in special subject areas

In addition to those journal assignments, there is a final project presentation. Each student will select a topic or problem area, research it, using library, media, human, and community resources and present their findings to the class (details will be distributed and discussed in class).

EVALUATION: Final grade for this course will be based on (a) journal assignments; (b) final project presentation; and (c) class participation and contributions (see details on assignment handout). Penalties for late assignments will result in a less than full credit grade.

EDUCATION 125 -- INFORMATION SEARCHING & MEDIA COMMUNICATION -- OBJECTIVES

We hope to accomplish the following objectives in our course in information searching and media communication by the end of the semester. After having accomplished the course activities and assignments, the student will be able to:

1...formulate approaches to information sources to meet individual needs.

We hope to help you select, utilize, and present to others the most useful information from resources available on campus and in the surrounding community. The course has been designed to coordinate with your present information needs. We will approach the information resources which will be of the most benefit to you in writing the papers, or preparing the projects currently needed for your courses, or for your personal interests.

2...develop searching strategies by which to find information pertinent to the need or interest.

We shall explore how you can develop information searching strategies which will help you determine the scope and depth of your topic, which will utilize your own background of information and build on it, and which will offer you clues and procedures to searching that will lead you to information sources.

3...explore and locate a wide range of sources of information on-campus and beyond.

You will learn to consider four categories of information resources -- LIBRARY, MEDIA, HUMAN, and COMMUNITY sources of information. Through journal assignments, class discussions, and a final summary project, you will discover sources and approaches to information which you can utilize in your current and future college work, in your career, in your community interests, and for life-long learning needs.

4...develop an evaluative approach to the use of information resources.

Assignments and discussions encourage students to look at information sources critically. How do you know that the articles you read or the film you saw are accurate and objective? By what factural basis did the author or producer establish the works? Does the medium or form of expression affect the message? By learning how to evaluate and annotate an information source the student will learn to examine the sources.

5...use media creatively as an effective tool of research and as a vehicle or means of communication.

Class sessions will include demonstrations of techniques for using media to gather information. An audio-tape recorder may be used to record information in a speech or in an interview with a human resource. A camera can record an historic site or a social problem situation. Your media record in film or on tape can later be used as a part of a presentation of your research findings to others.

6...consider and evaluate the influence of the mass media on our society.

We hope to help you develop "media consciousness" -- an awareness and consideration of the mass media as a force in our lives. We will consider the roles of media in today's world, and how the various mass media affect our consumer decisions, our political views, as well as our cultural and social values.

EDUCATION 125 -- INFORMATION SEARCHING & MEDIA COMMUNICATION

Schedule of Classes

			Assignments Due
Sept.	4	Holiday!	
	6	Introduction to course. Information Resources pre-test.	
	8	Students as human resources in the course.	
	11	"Getting the Facts" -- Sources of ready-reference information. (Journal assignment assignment #1)	
	13	Tour -- The card catalog, classification systems, and reference.	
	15	Information searching strategies -- a review.	
	18	Guest speaker -- Resources of the public library.	
	20	Seminar discussion on Journal #1.	JL.#1
	22	"What's in the News" -- Using indexes to periodicals. (Journal assignment #2)	
	25	Tour -- The periodical collection and microfilms.	
	27	Locating and using community resources.	
	29	Sources of information in media forms.	
Oct.	2	Tour -- Resources of the Instructional Media Center.	
	4	Seminar discussion on Journal #2.	JL.#2
	6	"Points of View" -- Sources of criticism and opinion. (Journal assignment #3)	
	9	Holiday!	
	11	Information gathering through opinion polling.	
	13	How to prepare an annotated bibliography of sources.	
	16	Using media as a tool of research -- an introduction.	
	18	Recording data with media devices.	
	20	Seminar discussion on Journal #3.	JL.#3
	23	"What's What on Who's Who" -- Sources of biography. (Journal assignment #4)	

			Assignments Due
	25	How to interview human resources with a tape recorder.	
	27	Mixing and other tape recording techniques.	
	30	A biographical sketch of I.F. Stone.	
Nov.	1	Discussion of the film: "I.F. Stone's Weekly."	
	3	Seminar discussion on Journal #4.	JL.#4
	6	"Where in the World" -- Sources of geographical information. (Journal assignment #5)	
	8	Techniques for recording data through slide photography.	
	10	Presenting information findings with a slide-tape program.	
	13	"Eureka!" -- The discovery of bibliographies.	
	15	Seminar discussion on Journal #5.	JL.#5
	17	"It's Your Choice" -- Special subject resources. (Journal assignment #6)	
	20	More on special subject resources.	
	22	Holiday!	
	24	Holiday!	
	27	Seminar discussion on Journal #6.	JL.#6
	29	Using film and video-tape to record information.	
Dec.	1	Techiques for motion picture photography and video-tape recording.	
	4	The mass media as an influence on our lives.	
	6	Media consciousness and the evaluation of media information.	
	8	Presenting your information findings to others.	
	11	Class presentation workshop.	
	13	Class presentation workshop.	
	15	Final project -- class presentations.	FINAL PROJECTS

Exam Period -- Final project -- class presentations.

EDUCATION 125 -- INFORMATION SEARCHING & MEDIA COMMUNICATION --

COURSE ASSIGNMENTS AND EVALUATION

We are all learning "for its own sake," but when the semester ends, "whatdyaget?" is still the question on the minds of many students.

Your evaluation and grade in this course will be based on your work in three areas -- (1) Journal Assignments; (2) Final Project and Report; and (3) Class Participation. More information on these three areas and assignments below!

I. JOURNAL ASSIGNMENTS:

A. Purposes

1. To guide you in the exploration of sources of information in four areas -- library, media, human, and community.
2. To help you dvelop an evaluative approach to information resources.
3. To consider and examine the alternative sources of information as well as the traditional.
4. To share techniques of information searching and sources of information with other member of the class.
5. To help each student develop her/his own information searching processes.

B. Assignments

1. There will be 6 journal assignments during the semester.
2. Each journal assignment will consist of a set of questions, problems, or case studies which will direct you in a search for information resources on a particular topic, such as "biographical resources," or on a type of source, such as "ready reference sources."
3. Due dates will be announced in class and are also given on the course schedule; when due, each student should be prepared to discuss sources and searching strategies in class and turn in a written paper for evaluation.
4. Emphasis will be placed on the searching processes and the sources found.

C. Evaluation

1. Evaluation will be based on the exploration of appropriate resources of information, and the development of effective searching techniques.
2. In addition, proper bibliographic entries and good source annotations will be part of evaluations of assignments when stated in the journal.

II. FINAL PROJECT AND REPORT:

A. Purposes

1. To explore information resources on a topic of your choice.
2. To choose the most appropriate searching strategies and synthesize the information searching process for a research assignment.
3. To report the results of your research to others in an effective manner using appropriate materials and sources of information.

B. Assignments

1. The final project will be developed in small groups and coordinated with English, Speech, and History assignments.
2. The student(s) will choose their own topic.
3. The final project will consist of two parts -- an oral and media presentation, and a written outline and bibliography.
4. Class presentation
    a. approximately 15-minute oral presentation in class on assigned date.
    b. prepare a written outline of the presentation.
    c. includes an introduction to explain choice of topic and development of searching strategies.
    d. emphasis is on the searching processes followed to get the historical data.
    e. should also include appropriate examples of resources.
    f. must show evidence of the use of media as a tool of research to record some of the findings.
    g. should include evidence of the exploration of library, media, human, and community resources on the topic.

- h. presentation and written outline should conform to the guidelines present in Speech class and English class.
- i. include media in the presentation, using one or more forms of media -- slides, tape, slide-tape, motion picture, videotape.
- j. can incorporate the media used to record the historical data.

5. Bibliography
   - a. prepare a written bibliography of the sources of information found and used in this project.
   - b. include all resources -- library, media, human, and community.
   - c. each entry should be annotated briefly.
   - d. bibliographic entries should conform to the correct forms as presented in the English course and grammar references.

C. Evaluation

1. Evaluation of presentations and papers will be based on:
   - a. a meaningful sequence which follows the searching processes used.
   - b. evidence of appropriate use of the four categories of resources -- library, media, human, and community.
   - c. valid evidence of the appropriate selection and use of media as a means of recording research.
   - d. some technical competence in the use of media in the class presentation.
   - e. the quality of the annotated list of resources in the paper.
2. Each participant should make a meaningful contribution to both the paper and the presentation.

III. CLASS PARTICIPATION:

A. Purposes

1. Class participation is essential to the learning process.
2. Attendance and participation in class allows the sharing of searching strategies and resources discovered in the searching process.

B. Assignments

1. Each student will be expected to participate in the class ciscussions on the journal assignments.
2. Each student will be expected to share the results of her/his searching processes.
3. Each student will be expected to provide a written critique of each final project presentation made by the other students.

C. Evaluation

1. Evaluation will be based on the extent and quality of class participation related to the assignments and class activities.

SAMPLE WORKSHEET

JOURNAL #2 -- "WHAT'S IN THE NEWS: USING INDEXES TO PERIODICALS"

1. One purpose of this assignment is to have you learn to use indexes to find articles on topics, news items or stories in the news which were printed in magazines, journals, or newspapers.

   a. Select a topic of interest from this list: Middle East; Blizzard of '78; communications; earthquakes; Anwar Sadat; Menachem Begin; Quincy Market; solar energy; or a sports or entertainment topic (but not current within the last 1-2 months).

   b. Read what Barton & Swidan have to say about "periodical" indexes. Also, check your class notes.

   c. Locate your topic or news item in at least four different periodical indexes in the college or a public library. Use one newspaper index, one general periodical index, and two subject periodical indexes in your searching.

   d. List the indexes used and briefly compare the features of each one (including the sub-headings used for your topic). Note a few magazines or newspapers where the topic or news item may be found (see #2.a. below).

2. Another purpose of this assignment is to have you compare the way your item or news story has been reported in the newspapers or magazines.

   a. Find and read the reporting of your topic or news sotry in at least three or four different newspapers or magazines: include at least one newspaper article on microfilm, and one article from the alternative or religious press.

   b. List your newspaper and magazine articles in bibliographic entry form (see Harbrace or Lester for help).

   c. Write a brief paragraph or two comparing the articles you read as to style of writing, points of emphasis, key words, headlines, slant or bias or opinion of the reporter, scope of coverage, location in the newspaper or magazine, etc.

d. When you read an article in a newspaper or magazine, how do you know you are reading the truth? How does the presentation of the story affect you, the reader? Do the editors influence the story written? Do the advertisers affect the article?

3. Identify the following in a sentence or two for each; include the LC call letters and numbers when applicable:

   a. Ulrich's International Periodicals Directory

   b. Ayer's Directory of Newspapers

   c. Working Press of the Nation

   d. Alternative Press Index (include the location)

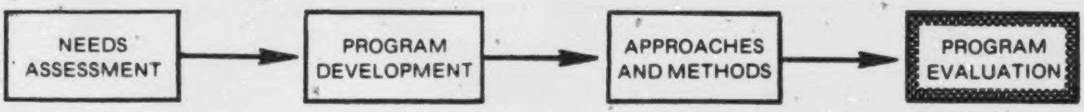
   e. Union List of Periodicals, 1976, Essex County Cooperating Libraries

   f. P.A.I.S.

   g. Facts on File

   h. linedex (include location)

5 Does It Work?
Program Evaluation



Once you have written general goals and specific objectives for your library instruction program, designed activities to carry them out, and have actually taught your students how to use the library, you might feel you deserve a rest, and don't need to go any further with your program. You may feel this way, but if you stop here, you will have left out a very important step: evaluation.

WHY EVALUATE

Library instruction evaluation can have many purposes. The methods you use, and the way the results are stated will depend on which of these aims you have in mind. Five reasons to evaluate are:

1. To see how much the students have learned about how to use the library, and how well they use this knowledge in actual practice;

2. To help decide whether you have used the best methods to teach them, or whether there are alternate methods which will be more effective;

3. To determine whether you have done a good job of

carrying out the instruction;

4. To demonstrate where the program was successful and, therefore, provide evidence for continued or increased administrative support; and

5. To assess student attitudes toward the library and library instruction.

GENERAL PRINCIPLES OF EVALUATION DESIGN

You should ask yourself as you devise any method of evaluation:

1. What do you want to evaluate?
2. Is this an appropriate method?
3. Is this method valid?
4. Who will use this evaluation?

You should write specific answers for those questions and keep them in front of you as you design specific evaluation instruments and methods.

How can you be sure that your library instruction is successful? To do this, you need to compare the results of your program to your original goals and specific objectives. Just as your teaching methods and activities should come out of your objectives, so also your methods of evaluation can be designed in advance to match both the original objectives and the content of what is taught. Many methods of evaluation can be used, as long as you can explicitly show how they tie into each step in your program. For example, your evaluation of students' learning may be most clearly demonstrated when you select questions for a quiz, exercise, or final test from examples or exercises you actually used in your instruction.

One general method of measuring the effectiveness of your instruction is to establish an experimental group which is given instruction, and a control group which is either given no instruction, or is given instruction by a different method. To insure a valid result using a control group, you must make sure that the control group and the test group are treated in exactly the same way in every respect except the method you are trying to measure: in motivation, other instruction received, etc. If there is no difference between the scores of the experimental group and the control group, then the experimental instruction either is useless, or is not superior to the other method of instruction.

Decisions on what instruction is needed can come from designing and using evaluation methods in reverse order: before the design of your instruction methods. This method is a concrete demonstration of the advantage of tying evaluation methods to library instruction objectives. Once behavioral objectives for library skills have been decided, evaluative questions are designed to test whether these objectives have been met. These evaluative questions can then be used as a pre-test to discover whether the students were already able to do these library skills. If they were, then instruction in these library skills is unnecessary. Those questions which are not successfully answered then determine what is to be taught, and can be used later as a post-test to determine whether the teaching has been successful. This same test can be administered to a control group made up of people who have demonstrated library skills (i.e., a group of librarians); if they are not able to answer the questions on the pre-test, then the questions are either confusing and need to be rewritten, or else what is to be taught will be too difficult for students with little library experience.*

If you are using sampling techniques to collect evaluation data, it is important that the students you use as a sample are selected randomly; a mathematician or a book on statistical surveying can suggest how to guarantee such a sample. Otherwise, it is possible to select an experimental group that you know is favorable to a certain type of instruction, and a control group that is not, and make the experimental instruction appear superior, when it was the bias in the group selection that was the cause for better scores.

Another general principle is to use an uninvolved person to score the evaluation instruments. A person who is involved in the program tends to bias the scoring in favor of his program. Another way to guarantee unbiased scoring is to combine the responses of both the experimental (or test) group and the control group, and score them blind: without knowledge of the responders' personal identity or which group they are in.*

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*Marvin E. Wiggins, "Evaluation in the Instructional Psychology Model," in University of Denver Conference on the Evaluation of Library Instruction, 1973, Evaluating Library Use Instruction: Papers, ed. by Richard J. Beeler (Ann Arbor, MI: Pierian Press, 1975), p. 91.

This is a very important volume of papers for the topic of library evaluation, and will be hereafter cited as: Evaluating Library Use Instruction.

While it is preferable for the librarian/media specialist to design and teach a library instruction program, in some schools it is the practice for individual teachers to design and teach their own versions of library instruction. Where this is the case, the librarian should attempt to review the teacher's instructional materials and exercises with the teacher, to make sure that the evaluation instruments match what is actually taught and that they cover all the essential library skills. Perhaps a standard library skills post-test could be administered to all students in the school's library instruction program to show individual teachers whether their course content and teaching performance measure up to a common standard.

METHODS OF EVALUATION: INFORMAL METHODS**

1. Feedback during instruction. This remains one of the most used methods of evaluation. It takes place as you notice

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*Richard R. Johnson, "Library Instruction: The Mythology of Evaluation," in _Evaluating Library Use Instruction_, pp. 35, 37, 40.

**Portions of this section are based on Thomas Kirk, "Evaluation of Library Orientation and Instruction Programs: A Taxonomy," _in_ Conference on Library Orientation for Academic Libraries, 3d, _1973_, _Planning and Developing a Library Orientation Program_ (Ann Arbor, MI: Pierian Press, 1975), pp. 41-51.

your students' attentiveness, facial expressions, the kinds of questions they ask, and the answers they give to your questions. As you give library tours, or make presentations in the classroom, you should be asking the students: Do you understand this index entry? What does this line on the catalog card mean? Are there any questions about how to find media reviews? You may need to adjust your teaching techniques as you use this feedback. It would probably be good to take notes about problems that students encounter, misunderstandings of what you presented so that you can later rework sections of your presentation. If possible, you might video-tape your library instruction class so that you can more carefully observe and measure these factors.

2. Interviews with students. Talk with small groups of students and ask them whether they feel they benefit from what is being taught, and elicit suggestions on how to make your presentation more interesting. This is probably more worthwhile than the typical end-of-the-course evaluation form, because you can interact with this smaller group to help clarify their statements. Again, take notes to refer to later as you revise your program. Students will know that you take their comments seriously if they see you recording them.

3. The student's ability to function in the library. As a result of your teaching, do the students seem to be more adept at using the library? Are the students asking more challenging reference questions? It might be good to sample your students' use of the library by asking a few if they will be willing to

be questioned about their strategy in researching a subject, what resources they will consult first, and how they will proceed. Avoid coaching them about the right answer. It might be useful to record the discussion with a cassette recorder. This is an informal version of the student research journals or worksheets which will be mentioned later.

4. Indirect feedback from casual conversations. Ask the teachers whether they have noticed an improvement in their students' papers and the use of better and more varied research materials. What have the teachers heard about the library instruction program from students? What attitudes did the students express about you or the way you presented your material?

FORMAL METHODS OF MEASURING STUDENT ACHIEVEMENT

1. Library exercises. This is an essential tool to measure their progress and to give students practice in using the library. It also helps to encourage them to interact with the librarians. Weaknesses in your teaching and lack of understanding on the part of students show up following the actual classroom presentation. It is good to give the students different exercises so they will not be tempted to copy one another's answers.

The following examples of library exercises are taken from the University of Wisconsin-Parkside self-paced library skills manual:

1. Victor J. Cook wrote a book with the call number (HD 69 .B7C6)

2. Charles Chaplin starred in a video-tape with the call number (VID. PN 162)*

On the actual exercise sheets, the first part of the question differs for different groups of students so that students will not have the same questions to answer; the student then fills in the call number, or whatever is required.

In each case, the student becomes familiar with some library tool, whether it is the library catalog, a reference book, or a periodical index. The exercises should be devised in such a way that there is only one clear-cut answer.

2. Student research journals or worksheets. For this method, students are given a research topic which has been researched in advance in your library in order to make sure there is enough material and to enable you to know what percentage of the resources they will be able to find. Students will use the skills they have been taught to find material on this topic. For instance, if your library instruction has taught how to find journal articles through periodical indexes, the students would be expected to search the periodical indexes appropriate to the topic, list the name of the index looked in, list the topics looked under, list the journal articles found (in correct bibliographic form), and give the reasoning behind the choices. The

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*University of Wisconsin-Parkside, Basic Library Skills: A Self-Paced Introduction, 5th ed. (Kenosha, WI: University of Wisconsin-Parkside, 1977)

This is a good example of one of the most effective ways of teaching library skills with the least output in manpower. Available from the University's Bookstore for $1.00.

worksheet format can provide the students with questions under sections for certain kinds of material (e.g., periodical indexes, vertical file) and reminds the students of different kinds of material they need to look for. The journal method is completely open-ended and can be written or tape recorded. This method is more difficult to administer and can't be scored and quantified quite like an objective test, but it does show the student's grasp of library search strategy and knowledge of resources in the library setting.

3. Evaluation of student bibliographies. This method is similar to the journal or worksheet method. You are measuring the results of the student's search. You can even use the same topic you pre-researched for the journal or worksheet exercise. In this case, examine the finished student bibliographies and determine their adequacy. Some criteria which have been suggested by Thomas Kirk are:

		Score
"(a)	Appropriateness of the material cited as sources of information for the particular subject being studied. (Appropriateness = reputation of source, age, author authority)	5 4 3 2 1 0
(b)	A reasonable number of primary sources, from a variety of titles -- this shows some confrontation with the indexing services that are available. (1 point/source)	5 4 3 2 1 0
(c)	Inclusion of the several most important secondary sources and texts in the field being studied. (2 points/source)	5 4 3 2 1 0
(d)	Number of references. Anything less than 10 items would raise the question of completeness, but varies depending on subject and must be considered a minor	3 2 1 0

Score

point. (Less than 4 sources: o pts.; 4-6 sources: 1 pt.; 7-9 sources: 2 pts.; 10 or more sources: 3 pts.).

(e) Consistent acceptable format used in the cited literature section. (Inconsistent format, incomplete information: 0 pts.; inconsistent format, complete information: 1 pt.; unacceptable consistent format, complete information: 2 pts.; acceptable, consistent format, complete information: 3 pts.)"* 3 2 1 0

4. Post-test. When given in an objective test format, this can be a clear and easily-scored method to measure what cognitive knowledge of library skills your students have actually retained from their library instruction (post-test), or what the students you are about to teach already know (pre-test). As mentioned before, the pre-test can show where instruction needs to be given. If the post-test has been properly designed, it can be used to compare library skills of different groups of students and show which schools need more library instruction support. The post-test may only show successful book learning and may not necessarily measure ability to operate in an actual library setting. But it does measure cognitive library skill learning and can serve as a basis for grading. A widely-used test at the college level is the Columbia University Library Orientation Test for Freshmen. A useful elementary/secondary level post-test may be found in Irene Gullette and Frances Hatfield's Test of

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*Thomas Kirk, "Bibliographic Instruction -- A Review of Research," in Evaluating Library Use Instruction, pp. 28-29.

Library/Study Skills, Level III (Marietta, GA: Larlin Corp.), 1975.

EVALUATING THE LIBRARY INSTRUCTION PROGRAM

1. Measurement against a standard set of objectives. One way to measure the completeness of your program's objectives is to compare them with objectives given in library instruction model statements of objectives. Such a standard for college libraries is the Association of College and Research Libraries Bibliogaphic Instruction Task Force's "Academic Bibliogaphic Instruction: Model Statement of Objectives" (contained in Evaluating Library Use Instruction, pp. 16-23). You may decide you don't want to include all the objectives from such standards in your library instruction, but these standards may alert you to something you had forgotten to include.

2. Questionnaire surveys. You can use either fill-in-the-blank or open-ended questions on such a survey to discover what your students feel about the instruction they are getting. Fill-in-the-blank questions are limited by the range of responses you define, but are easier to tabulate. Here are some examples of this kind of question:

Did you find the slide-tape program helpful? Yes___ No___

Was the instruction session too long? Yes___ No___

Which type of program would you prefer?

_____ shorter programs on specific topics, such as the card catalog, the Catalog of Serials, the classification systems, etc.

_____ an orientation to the library omitting the details of how you actually locate materials.

_____ computer-assisted instruction

Open-ended questions can get a greater variety of answers, and you can sense student attitudes toward library instruction by using them. Examples of these are:

1. How could this program (tour, etc.) be improved?
2. What could the instructor have done better in teaching this?
3. What parts of this program could have been left out?
4. What do you feel you need more instruction on?
5. What did you not understand?

3. Rating-scale surveys. This kind of survey will give you a more precise indication of student satisfaction or dissatisfaction than a yes or no questionnaire, but like that questionnaire, it measures only what you choose to include. Therefore, it must be carefully constructed to give a complete picture. Student responses generally tend to be positive -- the student hates to give a negative evaluation of his teacher. The rating-scale survey gets away from this problem by allowing students a greater range of answers which do not appear to be clearly negative. Here is an example of a rating-scale survey:

The instructor avoided confusing or useless jargon: always 1 2 3 4 5 never
1 2 3 4 5

	always 1 2 3 4 5 never
The assignments were necessary (not busy work):	1 2 3 4 5
In this course the instructor:	
Emphasizes conceptual understanding	1 2 3 4 5
Has a genuine interest in students	1 2 3 4 5
This course:	
Was boring	1 2 3 4 5
Helped me learn how to use the library better	1 2 3 4 5

The rating-scale survey can also ask questions which will reveal whether library instruction has changed the student's attitude toward the library and doing library research. A positive attitude will probably reflect an increased sense of library competency on the part of the student and encourage the life-long use of libraries.

Gronlund, Norman E. *Measurement and Evaluation in Teaching*. New York: Macmillan, 1971.

Kish, Leslie. *Survey Sampling*. New York: Wiley, 1965.

Suchman, Edward. *Evaluation Research*. New York: Russell Sage Foundation, 1967.

6 For Help And Inspiration
Further References

The following list of books and other resources includes some of the major "classics" in library instruction, and a large number of textbooks, handouts, etc. actually used for all levels of library instruction, from elementary schools to colleges. Those entries which include an "ED no." are ERIC documents, which are available from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

In those "ED" entries, MF=Microfiche, and HC=Hard copy. In all cases, postage is not included, so postage must be added. Many of these ERIC documents are available at Salem State College, Northern Essex Community College, and Tufts University Library. A comprehensive file of ERIC documents can be found at the Boston Public Library, Merrimack Education Center in Chelmsford, and at the Northeast Regional Educational Center.

American Library Association, Library Instruction Round Table.

CONTACT: Membership Services, ALA/LIRT, 50 East Huron Street, Chicago, IL 60611. LIRT is a meeting ground for public school, academic, and special librarians concerned with the instruction of users in effective information finding and using techniques. The $5.00 membership fee for ALA members ($10.00 for non-members) entitles you to the quarterly LIRT Newsletter, covering library instructional programs and activities within ALA and other organizations.

Association For College and Research Libraries, Bibliographic Instruction Section (BIS)

CONTACT: Sheila M. Laidlaw, University of Toronto, Toronto, ON M5S 1A5 CANADA. The "BIS" section sponsors programs at ALA conferences and has a number of subcommittees working on such issues as library school education for bibliographic instruction, and continuing education for bibliographi instruction.

Association For College and Research Libraries, New England Chapter, Bibliographic Instruction Committee

CONTACT: David Kelley, Chairman, Fitchburg State College The New England Chapter of ACRL also has an active Bibliographic Instruction Committee. In addition to reporting innovations in library/media instruction throughout New England in a regular column in the New England Chapter Newsletter, this grou-p has sponsored meetings, open-houses, workshops, and conferences.

One project initiated by the chapter will be especially helpful: The New England Bibliographic Instruction Collection (NEBIC) at Simmons College School of Library Science, 300 The Fenway, Boston, MA, brings together bibliographies, library handbooks, path-finder guides, curriculum outlines, scripts for slide-tape presentations, and many other resources developed by area libraries which wi-l prove helpful when you are at the point of designing your instructional materials.

Bailey, Barbara M.
Library Keys. LAP 2. 31 p. ED 152 257
Card Catalog. LAP 3. 31 p. ED 152 258
Card Catalog. LAP 4. 29 p. ED 152 259
Magazines, Part 1. LAP 5. 27 p. ED 152 260
The Parts of the Book, Part 1. LAP 7. 27 p. ED 152 262
The Parts of the Book, Part 2. LAP 8. 30 p. ED 152 263
Reference Books. LAP 9. 28 p. ED 152 264
Miami, FL: Dade County Public Schools, Office of Vocational and Adult Education, 1974. EDRS Price for each section: MF-$0.83 HC-$2.06.

Bodien, Carol and Smith, Mary Kay. Developing Library Skills: How to Use the University Library, Report No. 12. Bemidji, MN: Bemidji State University, 1976. 63 p. ED 153 656. EDRS Price: MF-$0.83 Plus Postage, HC not available.

Textbook for an elective college course on the library.

Chappas, Bess. *An Individualized Library Skills Program*. (s.l.: s.m.), 1977. 50 p. ED 152 297. EDRS Price: MF-$0.83 HC-$2.06 Plus Postage.

Individualized library instruction program for students in Grades 4-6; this document mainly consists of student activity sheet.

Cingolani, Lilias. *Easy Editor Workshop Idea Book for School Libraries*. 1978. Box 52, Kingston, MA 02364

A browsing book of proven ideas submitted by professionals in school library/media center situations and edited and published by Lilias Cingolani. Interesting and exciting suggestions and techniquest that work, including several for programs of library instruction. Available from the editor for a contribution of $3.00 for publishing expenses.

Coleman, Kathleen and Dintrone, Charles. *How to Use the Library*. San Diego, CA: University of California, San Diego, Malcolm A. Love Library, 1974. 93 p. ED 102 995. EDRS Price: MF-$0.76 HC-$4.43 Plus Postage.

Conference on Library Orientation, 1st, Eastern Michigan University, 1971. *Library Orientation: Papers*. Ed. and with an introduction by Sul H. Lee. Ann Arbor, MI: Published for Eastern Michigan Library, Ypsilanti, by Pierian Press, 1972. (Library Orientation Series, No. 1).

The first volume of the main series in library instruction, all published by Pierian Press.

Conference on Library Orientation, 2d, Eastern Michigan University, 1972. *A Challenge for Academic Libraries: How to Motivate Students to Use the Library*. Ed. and with an introduction by Sul H. Lee. Ann Arbor, MI: Published for Eastern Michigan University Library, Ypsilanti, by Pierian Press, 1973. (Library Orientation Series, No. 2).

Conference on Library Orientation, 3d, Eastern Michigan University, 1973. *Planning and Developing a Library Orientation Program: Proceedings...* Ed. by Mary Bolner. Ann Arbor, MI: Published for the Center of Educational Resources, Eastern Michigan University, by Pierian Press, 1975. (Library Orientation Series; No. 3).

Conference on Library Orientation, 4th, Eastern Michigan University, 1974. *Academic Library Instruction: Objectives, Programs, and Faculty Involvement: Papers...* Ed. by Hannelore B. Rader. Ann Arbor, MI: Published for the Center of Educational Resources, Eastern Michigan University by Pierian Press, 1975. (Library Orientation Series, No. 5).

Conference on Library Orientation, 5th, Eastern Michigan University, 1975. *Faculty Involvement in Library Instruction: Their Views on Participation in and Support of Academic Library Use Instruction: Papers and Summaries...* Ed. by Hannelore B. Rader. Ann Arbor, MI: Published for the Center of Educational Resources, Eastern Michigan University by Pierian Press, 1976. (Library Orientation Series, No. 6).

Conference on Library Orientation for Academic Libraries, 6th, Eastern Mighigan University, 1976. *Library Instruction in the Seventies: State of the Art: Papers...* Ed. by Hannelore B. Rader. Ann Arbor, MI: Published for the Center of Educational Resources, Eastern Michigan University by Pierian Press, 1977. (Library Orientation Series, No. 7).

Curriculum Guide for the Teaching of Media Skills, K-12. Oklahoma City: Oklahoma Curriculum Improvement Commission, Oklahoma State Department of Education, Library and Learning Resources Section, 1975. 83 p. ED 125 655. EDRS Price: MF-$0.83 HC-$4.67 Plus Postage.

Davies, Ruth Ann. *The School Library Media Center: A Force for Educational Excellence*, 2nd ed. New York: R.R. Bowker, 1974.

> Provides a philosophy of library/media programs as a dominant part in shaping and directing educational change, and the role of the library/media specialist as "a teacher whose subject is learning itself." General guidelines for the teaching role of the library/media specialist are given along with several chapters relating library instruction and services in support of several subject curricula.

"Draft Guidelines for Bibliographic Instruction in Academic Libraries." *College and Research Libraries News*, No. 11 (December 1976), p. 301.

> The eight guidelines, prepared by the ACRL Bibliographic Instruction Task Force, are to be "an accurate reflection of the essential ingredients for an excellent program of bibliographic instruction."

Els, Phyllis M. and Amen, Kathleen L., eds. *Introduction to Bibliography.* San Antonio, TX: Saint Mary's University, 1977. 152 p. ED 156 107. EDRS Price: MF-$0.83 HC-$8.69 Plus Postage.

> The basic text for a library instruction course at Saint Mary's University.

Gillespie, John T. and Spirt, Diana L. Creating a School Media Program. New York: R.R. Bowker, 1973.

An overall text on both the principles and practices of creating, organizing, and administering a school media center. Focuses on practical considerations, including a good chapter on designing and evaluating an instructional program in media research skills.

Gronlund, Norman E. Measurement and Evaluation in Teaching. New York: Macmillan, 1971.

Helpful for gaining a general background in education evaluation.

Hart, Thomas L., ed. Instruction in School Media Center Use. Chicago: American Library Association, 1978.

Provides the media specialist with teaching ideas, games and simulations, for locating materials, using the card catalog, and using reference works. Special sections discuss library skills tests and audiovisual equipment. Bibliography of print and non-print instructional materials included.

Johnson, Bruce L. and others. Methods of Library Use: Handbook for Bibliography I. Berkeley: University of California, School of Librarianship, 1976. 153 p. ED 129 340. EDRS Price: MF-$0.83 HC-$8.69 Plus Postage.

"Written for an undergraduate course at the University of California at Berkeley, this handbook also serves as a general text on library use." This has been a much-used resource for academic library instruction.

Journal of Academic Librarianship. Mountainside Publishing, Inc., 1180 Edinboro Drive, Boulder, CO 80303. (bimonthly) $16.00 per year to individuals, $28.00 per year to institutions; special institutional rate of $16.00 per year is available to small libraries with total annual book budgets under $10,000, and to all elementary and high school libraries/media centers.

An excellent source of ideas for library instruction, especially in the section "Library Instruction: A Column of Opinion" by practicing library instructors.

Kemp, Jerrold E. Instructional Design: A Plan for Unit and Course Development. Belmont, CA: Fearon Publishers, 1971.

Although a few years old, Kemp's small book clearly and simply presents the procedures and considerations important for the design and planning of instructional programs. An excellent frame of reference.

Kemp, Jerrold E. *Planning and Producing Audiovisual Materials*, 3rd ed. New York: Thomas Y. Crowell, 1975.

One of the best reference guides to the production of audiovisual materials. Extensive outline of steps for planning and designing the production. Includes clearly illustrated instructions for producing graphics, overhead transparencies, audio-tape recordings, photographic slides and filmstrips, and motion pictures.

Keroack, Ann. *A Basic Behavioral Objectives Library Package*. (s.l.: New Hampshire Vocational Technical College), 1977. 18 p. ED 136 819. EDRS Price: MF-$0.83 HC-$1.67 Plus Postage.

A self-instructional library learning package for freshmen students at New Hampshire Vocational Technical College.

Kirk, Thomas. *The Development of Course-Related Library and Literature Use Instruction in Undergraduate Science Programs, Vol. 1-4.* Richmond, IN: Earlham College, 1977. Vol. 4. ED 152 230 -- ED 152 233. EDRS Price for each volume: MF-$0.83 HC-$4.67 Plus Postage.

Describes course-related library instruction programs for undergraduate science courses. Vols. 2-3 contain various exercises.

Kodak Publication, *Planning and Producing Slide Programs*. S-30. Rochester, NY: Motion Picture and Audiovisual Markets Division, Eastman Kodak Company, 1975.

An excellent reference for the planning and development of slides, slide sequences, with the addition of accompanying sound. Includes chapters on film selection and exposure, preparing artwork, and slide copying. Comprehensive and goes beyond the basics. Available in photographic departments.

"Library Skills," *Previews*.

Monthly issues include audiovisual materials for library orientation and instruction in the use of specific resources. Thorough physical description of materials are accompanied by signed reviews.

Lubans, John Jr., ed. *Educating the Library User*. New York: R.R. Bowker Company, 1974.

A collection of individually-authored articles on library instruction from elementary level to university and public library situations. Viewpoints on the rationale for educating the library user precede sections on faculty involvement, implementation of various approaches, and techniques for evaluating library instruction programs. This is the basic work on library instruction.

Lubans, John Jr., ed. *Progress in Educating the Library User*. New York: R.R. Bowker Company, 1978.

Recent trends and new directions in teaching library skills appears in this work.

Mager, Robert F. *Preparing Instructional Objectives*. 2nd ed. Belmont, CA: Fearon Publishers, 1975.

The classic work on instructional objectives in education. A self-instructional, programmed text designed to present the basic elements in the process of writing objectives for instructional programs.

Massachusetts Board of Library Commissioners.

CONTACT: Librarian, 648 Beacon Street, Boston, MA 02215. Phone 617-267-9400 or Toll Free 1-800-952-7403. Open 9-5 weekdays, the BLC library contains a small, specialized collection of books, pamphlets, and journals in the library/media field, some of which is available for loan. In addition, the professional staff is available for consultation.

Olevnik, Peter P. *A Media-Assisted Library Instruction Orientation Program Report*. Brockport, NY: State University of New York, Brockport College at Brockport, 1976. 55 p. ED 134 138. EDRS Price: MF-$0.83 HC-$3.50 Plus Postage.

Describes nine module, self-guided library skills course which uses cassette tour, and slide-tape presentation.

Project Loex (Library Orientation -- Instruction Exchange)

CONTACT: Carolyn Kirdendall, Director, PROJECT LOEX, Eastern Michigan University, Ypsilanti, MI 48197. This is a national clearinghouse for academic library orientation and instruction information and materials. It was established in 1972 by the Eastern Michigan University Center of Educational Resources to facilitate communication among libraries with instructional programs and to assist libraries interested in developing such programs.

The $30.00 membership fee entitles you to the quarterly LOEX News, which is chockful of ideas, references to articles on library/media instruction in recent journals, upcoming conference programs and workshops across the country, and new instructional materials added to the LOEX collection. These are available for loan to members for a two-week period. The LOEX News regularly reports on state and regional library instruction groups, with whom you may want to correspond.

Reveal, Arlene Hadfield. Library Instruction and Team Teaching. (s.l.: s.m.) 1976. 87 p. ED 144 604. EDRS Price: MF-$0.83 HC-$4.67Plus Postage.

Research results on effectiveness of teacher-librarian team teaching of library skills in high schools.

Rominger, Carol A., ed. Handbook for English 48: Introduction to Library Research and Bibliography. Davis: University of California, Davis, Shields Library, Educational Services Program, 1975. 121 p. ED 108 670. EDRS Price: MF-$0.76 HC-$5.70 Plus Postage.

A fine example of a handbook for a separate library instruction course at the college level.

Sabol, Cathy. Librarian in the Classroom. (s.l.: s.m.) 1977. 11 p. ED 150 985. EDRS Price: MF-$0.83 HC-$1.67 Plus Postage.

"This paper describes the experiences of one librarian as an English instructor teaching the term paper unit."

Selecting Media for Learning: Readings from Audiovisual Instruction. Washington, DC: Association for Educational Communications and Technology, 1974.

An excellent collection of reprints from the journal -- source material to help media professionals, curriculum specialists, and teachers prepare courses and find ways of presenting material so that students learn.

Southeastern Conference on Approaches to Bibliographic Instruction, Charleston, SC. Proceedings...March 16-17, 1978. Ed. by Cerise Oberman-Soroka. Charleston, SC: Continuing Education Office, College of Charleston, 1978.

A new and very practical collection of articles: Carla Stoffle's article on writing library instruction objectives is especially good.

Stevens, R. and others. Aimlo: Auto-Instructional Media for Library Orientation: Final Report. Ft. Collins: Colorado State University Libraries, 1974. 27 p. ED 105 882. EDRS Price: MF-$0.76 HC-$9.95 Plus Postage.

Technological Applications Project, Mini-Catalog of Instructional Systems and Materials. San Diego, CA: TAP, United States International University, 1977.

The catalog was designed to serve as a vehicle for creating awareness of innovative instruction for the classroom. Includes a section: Library Education -- Training, which lists a number of programs in library instruction at all levels. Descriptions provide level target, an abstract of the system/materials, and whether sample lessons or materials are available.

Trithart, David. Library Resources in Education: An Introductory Module for Students and Teachers. Potsdam, NY: State University of New York, Potsdam College at Potsdam, 1976. 32 p. ED 124 129. EDRS Price: MF-$0.83 HC-$2.06 Plus Postage.

University of Denver Conference on the Evaluation of Library Instruction, 1973. Evaluating Library Use Instruction: Papers... Ed. by Richard J. Beeler. Ann Arbor, MI: Pierian Press, 1975. (Library Orientation Series, No. 4).

A very important set of papers on library evaluation.

Werking, Richard Hume. The Library and the College: Some Programs of Library Instruction. (s.l.: s.m.), 1976. 32 p. ED 127 917. EDRS Price: MF-$0.83 HC-$2.06 Plus Postage.

Surveys the development of library instruction, summarizing the work of Harvie Branscomb, Louis Shores, Patricia Knapp, and Evan Farber.

Wight, Lillian, and Grossman, A. Maximum Utilization of School Library Resources. Edmonton, Alberta: Edmonton Public Schools, 1977. 13 p. ED 154 781. EDRS Price: MF-$0.83 HC-$1.67 Plus Postage.

Describes a program using a full-time teacher-librarian in an elementary school for library instruction, and gives the program's results.

Wisconsin, University -- Parkside. Library/Learning Center. Basic Library Skills: A Self-Paced Introduction. 5th ed. Kenosha, WI: University of Wisconsin -- Parkside, 1977.

A good example of one of the most effective ways of teaching library skills with the least output in staff time. Available from the University's Bookstore for $1.00.

Wisconsin, University -- Parkside. Library/Learning Center. Bibliographic Instruction Program. Kenosha: University of Wisconsin -- Parkside Library/Learning Center, 1976.

A complete description of one of the most comprehensive college-level library instruction programs.

Writing Objectives for Bibliographic Instruction in Academic Libraries. Midwest Federation of Library Associations, 1976.

A summary of proceedings of sessions of the Midwest Federation of Library Associations, Detroit, October 1-2, 1975. An excellent review of the reasons for using objectives in the development of library instruction programs as well as the characteristics of well-developed objectives. Goes beyond and includes numerous samples and references to design of locally-produced materials as well as commercially-produced materials.